

ANNUAL REPORT

2001 - 2002



আমাদের পক্ষ, আমাদের সংকল্প



WEST BENGAL DISTRICT PRIMARY EDUCATION PROGRAMME

SCERT
libby
P.S.

Annual Report

2001-2002

আমাদের প্রকল্প, আমাদের সংকল্প



জিলা প্রাথমিক শিক্ষা কার্যক্রম
District Primary Education Programme



Report prepared by : Media and Documentation Unit, WBDPEP

24.4.08
1338



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From the Desk of the State Project Director

The year 2001-2002 has been one of the most remarkable year in the history of education in West Bengal and elementary education in particular. The District Primary Education Programme has completed its 5th year of implementation in the Phase I districts and 2nd year of implementation in the Phase II districts. Moreover with the launch of Sarva Shiksha Abhiyan (SSA) in all the 20 educational districts of West Bengal the scope and enthusiasm of the project has gained a different dimension. Like DPEP the aims and objectives of SSA is also to ensure access, enrolment, retention, quality education and bridging gender and social category gaps. The only difference is that while DPEP aimed at universalisation of primary education, SSA aims at universalisation of elementary education. The extent of SSA will be from 2001-2010. Thus in order to implement both the programmes of DPEP and SSA the name of the society has been changed from 'Paschim Banga Rajya Prathamik Shiksha Unnayan Sanstha' to 'Paschim Banga Rajya Prarambhik Shiksha Unnayan Sanstha'.

Civil Works is the most discernible component under DPEP. The Phase I districts have almost reached their targets while the Phase II districts are still lagging. The design and drawing of the civil works so far supplied by the SPO but there has been a shift of focus and the districts are encouraged to design district specific and site specific designs. Moreover consultation is on for developing a convergence between the Social Welfare Department, West Bengal for construction of Anganwadi Centres. Child Friendly Element (CFE) has been implemented mainly in the Phase-I districts. Moreover, software has been developed by SPO to facilitate holistic planning process towards school infrastructure development. "Good Construction Practices" is the need of the hour. We are trying to generate awareness amongst common people for maintenance of the buildings also. For this, a manual is being prepared by this office.

There was a time when the principle focus was on creating and setting up of systems and putting them in place to carry forward the agenda of universalisation. But gradually there has been a shift of emphasis. It is believed that if quantitative expansion does not commensurate with qualitative improvement, it never works. To that end WBDPEP has undertaken various macro level and micro level activities during 2001-2002. The macro level activities include certain orientation programmes, training of teachers,





CLRC personnel, resource persons and DRG members, resource support like library books, TLM grant, school grant etc. Thus this is a sort of blanket approach to cover all the districts of the state. On the other hand micro level interventions focuses on need based, supply driven, target oriented, dynamic, decentralized accountable to stake holders approach. Various workshops were organized at the state level with the WBBPE, WBBSE, WBBME, SCERT and other stakeholders in order to develop the design, module and methodology of the training programmes. At the district level too, such training and workshops were conducted which has been of great help in improving the quality of education. Apart from this, School Based Learning Improvement Programme has been very successful. Though initially it was started in 435 schools of 6 DPEP districts viz. Bankura, Birbhum, Murshidabad CoochBehar, South 24 Parganas and Jalpaiguri for Class I, encouraged by the success of the said programme, we are interested in spreading this new technique of child centric teaching learning process to all the 52426 primary schools in the state of West Bengal.

To bridge the gap between the limited resources and the huge requirements for the overall development of primary education and quality in particular, Distance Education Programme has always deemed to be a very fruitful strategy. The major achievements under this category has been the development of module on Multigrade Teaching, development of a video film on teaching-learning process named "Shikhan Britte Shishu" and the like.

Any intervention over a period of time requires to be evaluated on the basis of which one needs to redesign strategies to make the intervention more successful. Research and Studies component under WBDPEP over the last 5 years has evaluated the varied strategies utilized in the DPEP interventions for achieving UPE. Major success was achieved in conducting the COHORT study and it was done in an intensive manner covering all the schools in the Phase I districts. Other studies conducted in the year 2001-2002 were the role of PRI in Primary Education, problems of non-enrolled and dropouts, enrolment pattern of girls among the minority community, a study on student achievement (MAS, BAS), a study on the utilization of school grant and TLM grant, the problems of the deprived urban children etc. The studies are of great help in designing the future strategies and plan of action for UPE.

The success of the District Primary Education Programme can



be ensured if and only if there is an active participation of the community. The objective is to strengthen community participation in primary education with the ultimate aim of community ownership in fulfilling the objectives of UPE. The major activities undertaken during 2001-02 was capacity building of RPs and VEC / WEC members. About 2920 KRP_s / RPs and 36084 VEC / WEC members were trained during 2001-02. Moreover large-scale campaign through folk media, wall writing and hoarding were undertaken. Apart from this, enrolment drive through issuance of green cards was a major achievement. Above all the maintenance of Child Register is a major breakthrough towards developing a micro-level database.

The need and importance of pre-schooling cannot be denied for the future development of a child. Thus special emphasis has been given to strengthen the pre school component of children belonging to the age group of 3+ to 4+ through convergence with Social Welfare Directorate. Initially the various convergence issues will be restricted to providing TLM support to AWC, imparting infrastructure support to AWCs, sensitizing and orienting the ICDS officials on SSA and developing a database on pre schooling. The DRG have been formed in all the 10 DPEP districts excepting Purulia.

Emphasis on Girls' Education continued to be addressed through awareness generation, capacity building and sensitization intervention. However encouraged by the positive response received from the gender focus blocks efforts have been made to extend the same to other blocks. Effort to understand the problems of the girls' at the grass root level and to develop ideas to combat their problems were made through FGD. Apart from this Ma-O-Meye-Mela was conducted for the third consecutive year and the participation of the masses was appreciable.

Education for Children with special needs is in itself a very complex process which requires screening, assessment and then mainstreaming those challenged children. Among the 10 DPEP districts almost 61 Blocks have been covered out of which 30666 children have been assessed and 16505 children enrolled in primary schools. Moreover teacher sensitization has been done for 33727 teachers and training of teachers was done for 782 teachers of the DPEP Phase I district. Convergence was made with ALIMCO and AYJNINH for providing Aids & Appliances to the identified disabled children and 5258 appliances were provided. The present status pertaining to number of District Level Resource Organisation (DLRO) and the number of Special





Educators for 7 DPEP districts are 19 and 69 respectively.

Education for the children living on the pavements, slums, squatter colonies, railway platforms etc. in the urban areas is one of the major challenge as well a hindrance towards the universalisation of primary education. Thus to cater to the needs of the Deprived Urban Children special efforts were made by WBDPEP under the name of Shikshalaya Prakalpa in 141 Municipal wards of Kolkata. At present there are 354 Shikhalayas which are operational catering to the needs of 15913 children. Apart from that Bridge Course centers are in operation with funding from UNICEF under the guidance of SRGEDUC. The object of these Bridge Course centers is to mainstream the out of school children and almost 2304 out of 5286 children have been mainstreamed into formal school.

The Media and Documentation unit at the State Project Office made a significant progress over the last 5 years. The publication of the bi-monthly journal 'Yogsutra' is an effort to build a liaison with all the stakeholders pertaining to primary education. Moreover various activities such as publication, still photography, presentations, report preparation is an effort to ensure transparency at every level.

The success of any project depends largely on an efficient Management Information System, which enables information usage at all levels for decision-making and planning process. The MIS unit in PBRPSUS is highly equipped with the modern technology and has developed an excellent database pertaining to primary education. Like previous years, the District Information System (DISE) for 10 DPEP districts have been successfully compiled and sent to MHRD, Gol. In addition to the above mentioned the PMIS has been of great help in developing a sound monitoring system.

The year 2001-02 experienced lots of ups and downs. A lot has been achieved yet much more is to be done. Hope the coming years would be much more successful and we can universalize primary and elementary education in the true sense of the term.

DPEP and SSA is not only a mission but a commitment and a promise in which support and suggestions from every section of the society is welcome.

**S. Kishore
State Project Director**

***WBDPEP Districts (Existing and Expansion)
Some Basic Statistics***



***Map of West Bengal Showing
Existing and Expansion Districts
under WBDPEP***



WBDPEP

(Phase- I and Phase – II districts) Basic Statistics

District Primary Education Programme (DPEP) has entered the 5th year of implementation in phase – I districts Bankura, Birbhum, Cooch Behar, Murshidabad and South 24 Parganas, whereas in phase – II DPEP districts viz Dakshin Dinajpur, Jalpaiguri, Malda, Purulia and Uttar Dinajpur, the programme has just crossed second year of its implementation. Some important statistical information about the ten DPEP district are given below.

Table – I shows the provisional population total of West Bengal as per the 2001 census. The SC/ST population figures are projected on the basis of the proportion of these categories of population against the total population of the district as per the 2001 census. Cooch Behar has a high concentration of SC population and Jalpaiguri has a high concentration of ST population. Murshidabad is characterized by presence of high Muslim population. Similarly Uttar Dinajpur and Malda have high proportion of Muslim population.

Demographic information (As on 01.04.2002) (Provisional)

District	Total Population	Male Population	Female Population	% SC Population	% ST Population	Total Literacy Rate %	Male Literacy Rate %	Female Literacy Rate %
Bankura	3191822	1634561	1557261	36.48	10.33	63.84	77.21	49.8
Birbhum	3012546	1545765	1466781	30.68	6.95	62.16	71.57	52.21
Kochbehar	2478280	1271715	1206565	51.76	0.6	67.21	76.83	57.04
Murshidabad	5863717	3004385	2859332	13.48	1.3	55.05	61.4	48.33
South 24 Pgns	6909015	3564241	3344774	34.45	1.23	70.16	79.89	59.73
Dk. Dinajpur	1502647	770443	732204	29.09	16.91	64.46	73.3	55.12
Jalpaiguri	3403204	1753278	1649926	36.99	21.04	63.62	73.64	52.9
Malda	3290160	1689409	1600751	14.54	5.21	50.71	59.24	41.67
Puruliya	2535233	1298079	1237154	19.33	19.2	56.14	74.18	37.15
Uttar Dinajpur	2441824	1260747	1181077	26.97	5.4	48.63	59.27	37.16
Overall	34628448	17792623	16835825					

Source : Plan Documents – PBRPSUS.



The Education Scenario in West Bengal

In 1977, the erstwhile Education Department of the state was bifurcated into 2 separate Departments i.e. School Education Department and Higher Education Department to meet the needs and requirements of Education in the state.

The School Education Department was entrusted with the task of looking after the School Education including Madrasah Education, Social Education and Library Services.

The Minister-in-charge of School Education along with Secretary and Secretariat, take policy decisions in respect to matters related to School Education including Madrasah Education. The Director of School Education implements the policies of the Government through the inspectorate located in the district, sub-divisions and circles.

The entire School Education system has been decentralised in separate tiers. The educational and administrative system which run the primary schools in the districts are managed by autonomous bodies viz. the District Primary School Council (DPSC) under the supervision and guidance of the West Bengal Board of Primary Education (WBBPE).

The West Bengal Board of Primary Education is a unique feature of the School Education Department under the Government of West Bengal. The Board is responsible for formulating strategies, policies and taking decisions on issues related to primary education in West Bengal. The Board deals with the following issues:

- a) To provide, by regulation, the syllabus and the courses for study.
- b) To maintain and publish the list of books approved for use in primary schools.
- c) To supervise and guide District Primary School Council on the methods / techniques of teaching-learning process related to primary education.
- d) To exercise general supervision and monitoring and activities of District Primary School Councils.

Under the guidance of West Bengal Board of Primary Education, District Primary School Councils are set up for each district. They have the following responsibilities :

- a) To look into administrative matters, like the appointment of teachers and other staff, transfer cases of teachers and other staff, and maintenance of service books of teachers in the districts.
- b) To construct, repair and manage all primary schools under public management.
- c) To set up new primary schools, on the terms and conditions set up by the government from time to time. In West Bengal Primary Education involves 4 grades from classes -I to IV.

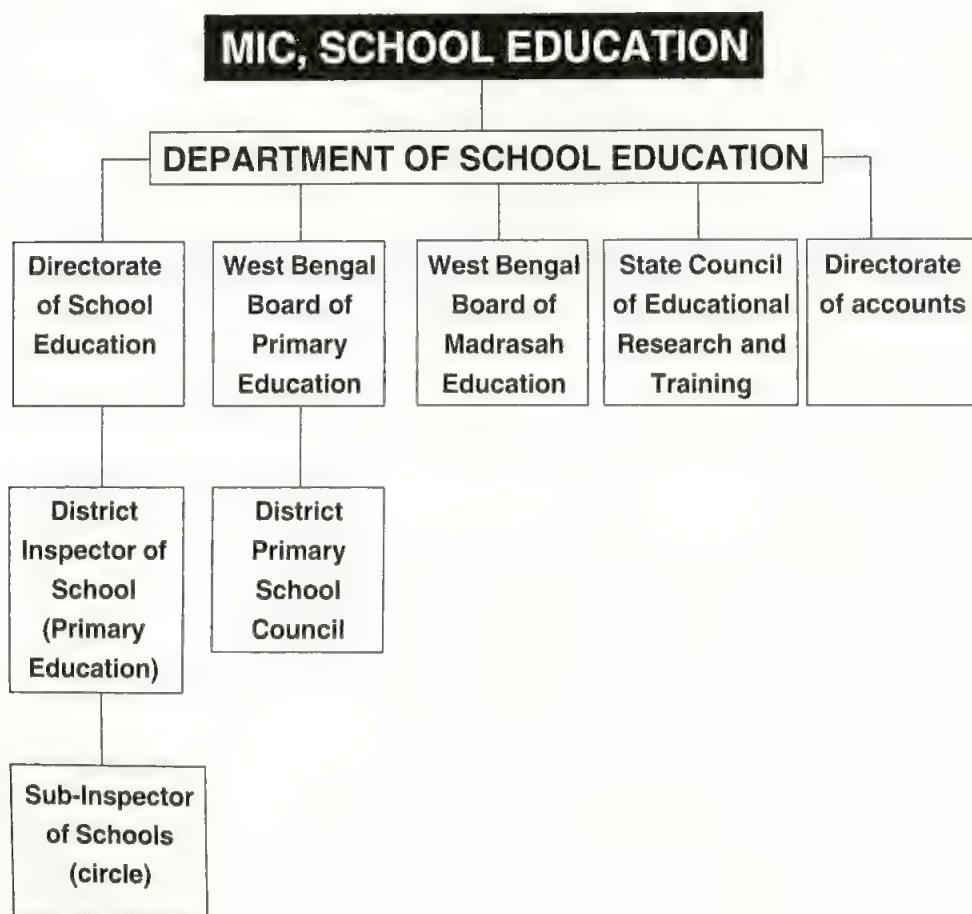
The West Bengal Board of Mardasah Education is entrusted for upgrading the Madrasah Education under centrally sponsored scheme, in this state since 1995-96 covering all recognised Madrasahs in phased manner. The object of the scheme is to encourage Madrasahs and Moktabs by giving financial assistance to introduce Science, Mathematics, Social studies, Hindi and English in their curriculum so that the students may get opportunity to acquire basic education compatible to the National Education System.

West Bengal District Primary Education Programme provides support to the Madrasah Board. All teaching-learning materials and training manual developed by WBDPEP have been translated into the required languages for effective utilisation.

The SCERT, under the direct control of the School Education Department looks after the issues of educational management, research and training.



The following diagram shows the management system of primary education in West Bengal



Administrative Set-up (As on 01.04.2002)

District	No. of Sub Division	No. of Block / Panchayat Samities	No. of Municipality	No. of Gram Panchayat	No. of Gram Sansads	No. of Municipal Wards
Bankura	3	22	3	190	2488	57
Birbhum	3	19	6	167	2107	101
KochBehar	5	12	6	128	1701	79
Murshidabad	5	26	7	255	3620	126
South 24 Pgns	5	29	7	312	4328	150
Phase - I Total	21	108	29	1052	14244	513
Dk. Dinajpur	2	8	2	65	925	41
Jalpaiguri	3	13	3	148	2128	75
Malda	2	15	2	147	2027	42
Puruliya	3	20	3	170	1925	47
Uttar Dinajpur	2	9	3	100	1476	57
Phase - II Total	12	65	13	630	8481	262
Grand Total	33	173	42	1682	22725	775

Source : Plan Documents, PBRPSUS.

General Information on Primary Education (as on 01.04.2002)

Districts		Circle	Primary Schools (Govt.)	Total Enrolment (Govt.) (in lakhs)	Total Teacher (Govt.)	PTR (Govt.)	SSR (Govt.)	STR (Govt.)
Phase I	Bankura	45	3462	3.44	7894	41	93	2.28
	Birbhum	32	2372	3.98	7876	45	151	3.32
	Kochbehar	24	1810	3.83	6129	41	178	3.39
	Murshidabad	41	3165	8.16	10719	70	236	3.39
	S - 24 Parganas	51	3542	9.31	10997	74	230	3.10
	Phase I Total	193	14351	28.72	43615	66	200	3.04
Phase II	D Dinajpur	17	1214	2.22	4023	55	183	3.30
	Jalpaiguri	27	1968	4.73	6577	64	214	3.34
	Malda	29	1901	4.17	6342	66	219	3.33
	Puruliya	44	2970	2.73	5960	46	92	2
	U Dinajpur	17	1438	2.74	3955	70	144	2.08
	Phase II Total	134	9491	16.59	26857	62	175	2.83
Grand Total		327	23842	45.31	70472	64	190	2.96

Source : Plan Documents, PBRPSUS.

Enrolment Status (as on 01.04.2002)

	District	Boys (in lakh)	% of Boys Enr	Girls (in lakh)	% of Girls Enr	Total
Phase I	BANKURA	1.77	51.45	1.67	48.55	3.44
	BIRBHUM	2.05	51.51	1.93	48.49	3.98
	KOCH BEHAR	1.97	51.44	1.86	48.56	3.83
	MURSHIDABAD	4.19	51.35	3.97	48.65	8.16
	SOUTH 24 PARGANAS	4.81	51.66	4.50	48.34	9.31
	Phase I Total	14.79	51.50	13.93	48.50	28.72
Phase II	DAKSHIN DINAJPUR	1.14	51.35	1.08	48.65	2.22
	JALPAIGURI	2.44	51.59	2.29	48.41	4.73
	MALDAH	2.15	51.56	2.02	48.44	4.17
	PURULIYA	1.40	51.28	1.33	48.72	2.73
	UTTAR DINAJPUR	1.42	51.82	1.32	48.18	2.74
	Phase II Total	8.55	51.54	8.04	48.46	16.59
	Grand Total	23.34	51.51	21.97	48.49	45.31

Source : DISE 2001 and other secondary sources

Status of Toilet and Drinking Water Facility (as on 01.04.2002)

District	No. of Schools	No. of schools having Facilities of		
		Drinking Water	Common Toilet	Girls Toilet
BANKURA	3462	2343	601	101
BIRBHUM	2372	1354	282	89
KOCH BEHAR	1810	1555	1503	589
MURSHIDABAD	3165	2513	772	159
SOUTH TWENTY FOUR PARGANAS	3542	2216	1172	228
Phase - I Total :	14351	9981	4330	1166
DAKSHIN DINAJPUR	1214	865	205	26
JALPAIGURI	1968	642	296	52
MALDAH	1901	1038	562	35
PURULIYA	2970	1956	96	43
UTTAR DINAJPUR	1438	788	173	13
Phase - II Total :	9491	5289	1332	169
Grand Total :	23842	15270	5662	1335

Source : Plan Documents – PBRPSUS.

Information on Teachers (as on 01.04.2002)

District	Trained			Untrained			Overall			% Female
	Male Trained	Female Trained	Total Trained	Male	Female	Total	Male Teacher	Female Teacher	Total Teacher	
BANKURA	5967	831	6798	812	284	1096	6779	1115	7894	86.12
BIRBHUM	5880	1063	6943	806	127	933	6686	1190	7876	88.15
KOCH BEHAR	4044	792	4836	852	441	1293	4896	1233	6129	78.90
MURSHIDABAD	9039	1680	10719				9039	1680	10719	100.00
SOUTH 24 PARGANAS	3733	1583	5316	4721	960	5681	8454	2543	10997	48.34
Phase I Total	28663	5949	34612	7191	1812	9003	35854	7761	43615	79.36
DAKSHIN DINAJPUR	1950	539	2489	1208	326	1534	3158	865	4023	61.87
JALPAIGURI	3116	1746	4862	1346	369	1715	4462	2115	6577	73.92
MALDAH	4192	735	4927	1104	311	1415	5296	1046	6342	77.69
PURULIYA	2975	559	3534	2228	198	2426	5203	757	5960	59.30
UTTAR DINAJPUR	3024	931	3955				3024	931	3955	100.00
Phase II Total	15257	4510	19767	5886	1204	7090	21143	5714	26857	73.60
Grand Total	43920	10459	54379	13077	3016	16093	56997	13475	70472	77.16
										77.62

Source : Plan Documents, PBRPSUS



GER and NER (as on 01.04.2002)

S. No.	District Name	5+ to 8+ Population (in lakh)	GE (in lakh)	GER (%)	NE (in lakh)	NER (%)
1	Bankura	3.53	3.44	98	3.17	90
2	Birbhum	3.30	3.98	121	3.09	94
3	Kochbehar	2.87	3.83	133	2.53	88
4	Murshidabad	6.57	8.16	124	6.51	99
5	South 24 Parganas	7.77	9.31	120	7.13	92
	Phase - I Total	24.04	28.72	119	22.43	93
6	Dakshin Dinajpur	1.96	2.22	113	1.83	93
7	Jalpaiguri	3.83	4.73	124	3.26	85
8	Malda	3.70	4.17	113	3.17	86
9	Puruliya	2.95	2.73	96	2.32	79
10	Uttar Dinajpur	2.77	2.74	99	2.24	81
	Phase -II Total	15.21	16.59	109	12.82	84
	Grand Total	39.25	45.31	115	35.25	90

Source : Plan Documents – PBRPSUS

Supervision and Monitoring set up for Primary Education

The administrative section of School Education Directorate, West Bengal looks after all administrative and allied matters of primary education at state level. At the district level, the monitoring and supervision is mainly entrusted upon the District Inspectorate for Primary Education. District Inspector (PE) is the head of the Directorate for primary education. In order to further decentralise, Additional District Inspector of schools are being posted in districts with financial powers. The sub-district level or the blocks is looked after by the SI of schools. In DPEP district, each block has a Circle Resource Centre (CLRC), with SI of Schools (PE) being the ex-officio Circle Project Coordinator (CPC) and in charge of the CLRC.

Supervision and Monitoring set up

Sl. No.	District Name	SI/s	AI/s	ADI/s	DI/s
1.	Bankura	46	7	1	1
2.	Birbhum	33	6	1	1
3.	Cooch Behar	24	6	1	1
4.	Murshidabad	42	6	1	1
5.	South 24 Parganas	57	4	1	1
<i>Phase – I Total</i>		<i>202</i>	<i>29</i>	<i>5</i>	<i>5</i>
6.	Dakshin Dinajpur	16	4	0	1
7.	Jalpaiguri	27	6	1	1
8.	Malda	29	6	0	1
9.	Purulia	43	7	0	1
10.	Uttar Dinajpur	17	3	0	1
<i>Phase – II Total</i>		<i>132</i>	<i>26</i>	<i>1</i>	<i>5</i>
<i>Grand Total</i>		<i>334</i>	<i>55</i>	<i>6</i>	<i>10</i>



CIVIL WORKS

Civil Works intervention of WBDPEP has been working in one of the most important areas to bridge the biggest gap in the state's primary education. The phase – I districts have almost completed their target construction work. But for phase – II districts eligibility of Civil Works has been enhanced due to physical and price contingency. Districts have started taking initiative to prepare need-based school list to utilise the fund for construction of NSB and ACR. This work is to be completed within the year 2004.

SSA has been launched to bring all children within age group of 5+ to 13+ under the umbrella of primary and upper primary education. The duration of SSA is from 2001 to 2010.

Till date an integrated attempt has been made for primary school infrastructure upgradation in the 10 districts under DPEP. Now under the aegis of SSA an integrated effort will be exerted for strengthening the school infrastructure for both the primary and upper primary sector in the entire state. But keeping in mind the contribution of DPEP, while planning for SSA it seems rather





justified and equitable to concentrate on the primary sector of non-DPEP districts and upper primary sector in the entire state. It is the biggest challenge to Civil Works unit at SPO to monitor such huge task within a stipulated time frame. To meet the challenge following activities have been thought of for DPEP and non - DPEP districts: -

- Assessment of physical need of upper primary segment
- Resource mapping
- Training of VEC / VCC, WEC / WCC members and JEs on cost effective technology
- Pooling up of resources out of all the convergent sources to the maximum extent possible.
- Reorientation of JEs regarding district specific cost effective technology
- Strengthening monitoring procedure through evaluation.
- Utilization of all other resource of fund through convergence
- Orientation and sensitization of district functionaries towards civil works.
- Preparation of school list, both for primary and upper primary segment, through proper assessment of physical need.
- Recruitment of field JEs.
- Implementation of proper monitoring system.

Project Preview :

Physical progress of the districts

Phase - I districts

..... 24.1.2008
..... 13.3.2003





4TH QUARTER REPORT (PHYSICAL PROGRESS) EXISTING DISTRICTS (CIVIL WORKS)

NEW SCHOOL BUILDINGS

DISTRICT	TOTAL TARGET	COMPLETED	IN PROGRESS	NOT STARTED
BIRBHUM	81	76	05	00
BANKURA	158	152	06	00
COOCH BEHAR	96	64	32	00
MURSHIDABAD	84	73	11	00
SOUTH 24 PARGANAS	66	37	29	00
TOTAL	485	402	83	00

ADDITIONAL ROOM

DISTRICT	TOTAL TARGET	COMPLETED	IN PROGRESS	NOT STARTED
BIRBHUM	237	236	01	00
BANKURA	168	166	02	00
COOCH BEHAR	298	286	09	03
MURSHIDABAD	319	300	13	06
SOUTH 24 PARGANAS	358	328	29	01
TOTAL	1380	1316	54	10

CIRCLE RESOURCE CENTRE

DISTRICT	TOTAL TARGET	COMPLETED	IN PROGRESS	NOT STARTED
BIRBHUM	32	20	08	04
BANKURA	45	44	01	00
COOCH BEHAR	23	23	00	00
MURSHIDABAD	41	27	12	02
SOUTH 24 PARGANAS	55	38	13	04
TOTAL	196	152	34	10

ARTER REPORT (PHYSICAL PROGRESS) ISION DISTRICTS (CIVIL WORKS)

SCHOOL BUILDINGS

DISTRICT	TARGET 2001-2002	COMPLETED	IN PROGRESS	NOT STARTED
JALPAIGURI	152	67	51	34
DAKSHIN DINAJPUR	37	00	36	01
UTTAR DINAJPUR	28	00	18	10
MALDA	67	06	27	34
PURULIA	58	00	13	45
TOTAL	342	73	145	124

FIONAL ROOMS

DISTRICT	TARGET 2001-2002	COMPLETED	IN PROGRESS	NOT STARTED
JALPAIGURI	56	33	20	03
DAKSHIN DINAJPUR	77	00	68	09
UTTAR DINAJPUR	92	01	73	18
MALDA	75	25	13	37
PURULIA	25	00	16	09
TOTAL	325	59	190	76

CIRCLE RESOURCE CENTRE

DISTRICT	TOTAL TARGET 2001-2002	COMPLETED	IN PROGRESS	NOT STARTED
JALPAIGURI	27	08	18	01
DAKSHIN DINAJPUR	16	04	09	03
UTTAR DINAJPUR	17	02	10	05
MALDA	28	00	08	20
PURULIA	42	02	20	20
TOTAL	130	16	65	49



DESIGN AND DRAWING

- The districts have followed the designs supplied by SPO in most of the cases till now
- But having noticed the capacity of the civil wing of the districts they are being encouraged to generate district specific and site specific designs. Some of the districts are coming out with very well defined solutions
- Design development process of ICDS centres in consultation with Social Welfare Department WB is going on at SPO level.

Training :

Training programme has been organized regularly in all DPEP districts to orient VEC / VCC, WEC / WCC members towards CET.

Material development :

Software has been developed by the SPO to facilitate holistic planning process towards school infrastructure development and the same has been distributed to all districts. In order to make the orientation / sensitization programmes more interactive training methodologies using scaled models during the programme has been thought of. 'GOOD CONSTRUCTION PRACTICES' both in Bengali and English versions and Vidyalay Griha Nirman Nirdeshika have been sent to all districts.

CFE :

CFE has been implemented mainly in Phase – I districts. Malda has implemented CFE in some schools. But as advised by JRM Team and National Evaluation Team, ongoing concepts of CFE need further upgradation / development. Civil works along with Pedagogy cell of SPO shall jointly review the matter and districts wise survey will be conducted on selected schools for upgradation of CFE. Spontaneous suggestions for the students of Class II to IV will be considered in detail and if considered good will be implemented at site, with due consideration to cost effectiveness

PEDAGOGICAL RENEWAL

If quantitative expansion does not commensurate with qualitative improvement, it never works. Quality lays emphasis on how a teacher transacts his lesson and how he / she uses TLM in the

class room, how responsive the children are and how they are involved in monitoring the quality of education in schools.

With the above assumptions in mind, certain activities were undertaken in 2001-2002. These activities are of two kinds:

Macro-level activities

Micro-level activities

Macro-level activities :

These activities include certain institutional programmes, training of teachers, CLRC personnel, resource persons & DRGs members, resource support like supply of library books, TLM material, school grant and monitoring. Above activities are basically designed at the state level with top-down approach and provide blanket coverage all over the state.

Micro-level activities :

While initiating large-scale application of inputs of quality improvement all over the state, DPEP has also started certain interventions at micro-level. Recent survey brings to focus the need for a shift from teaching improvement initiatives to learning improvement initiatives, by providing school-based, need based and hands on support to teachers and students, with simultaneous institutional arrangement for ensuring management of change on a sustained basis. Assuring quality with equity, calls for a shift from a routine stereotyped, supply-driven, centrally planned, adhoc quality improvement interventions to a need-based, demand-driven, target oriented, dynamic, decentralised, accountable to stakeholders approach. Thus a programme like SLIP (School-based Learning Improvement Programme) has been designed.





Macro-level Initiatives :

Teachers Training :

The main emphasis has been laid on in-service training of Primary School teachers. It covers modern concepts of pedagogy, mainly based on child-centric and activity-based teaching and learning process. In the whole process, the cascade mode of training is followed from the state level down to the CLRCs. For this, Key Resource Persons at the District and sub-district levels were trained. Teachers' Training Module I & II have been developed for 10 DPEP districts and almost all the teachers were trained.



The Module III for teachers' training was developed for all the districts.

Text Book Renewal :

West Bengal Board of Primary Education took up the job of renewing the text books for class III. The process involved the strategies of drafting, refining, workshops, developing draft copies, distribution of trial copies to different organisation, field trials, finalisation, editing and printing of the same. The renewed textbooks of class III will be introduced from May 2002.

Link Library Programme :

This programme has two pronged objectives:



iting reading habits of children from an earlier age
ing class-room transactions by using library books
ention envisages setting up libraries in primary schools
eloping a network with rural library functioning as a link
o setup libraries in primary schools the following activities
undertaken:

- upply of library books to each schools @ Rs. 500/-.
- ormation of Book Review Teams at the state and the district
level to enlist the books for final selection.
- Sending application for membership of NBTs Readers' Club
from different schools.
- Supply of 'SAPLA', a quarterly journal of the children from
NBT to all schools.
- rganising afternoon workshop for primary schools teachers
n use of library books in the classroom.

Training workshop of Teachers at State Level

Activities	Duration	Remarks
1. Workshop on the development of training module for Science	4 days	In collaboration with WBBPE
2. Workshop on the development of 3 rd module	6 days	SR Group (DPEP) and representatives of WBBPE
3. Workshop on the development finalisation of SLIP module and learning package	18 days	SRF / SRG
4. Training of KRPs on Science teaching (300 KRPs)	6 days	SWG / WBBPE representative and other experts in science teaching
5. Training of KRPs of expansion districts (150 KRPs) on 2 nd module	6 days	SRG
6. Training of DRF / QMT members on SLIP strategy	3 days	SRF



Training and Workshop at the District level

Activities	Duration	Remarks
1. RP training on 2 nd module (700 RPs out of 1000 RPs) of 2 nd phase districts	6 days	RPs of expansion distri
2. Teachers training on 1 st module (2 nd phase district)	6 days	7500 teachers
3. Teachers training on 2 nd module (1 st and 2 nd phase)	6 days	55000 teachers
4. Teachers training on Science	6 days	50000 teachers
5. Teachers training on English	4 days	22000 teachers
6. Teachers and URP training on SLIP	3 days	900 (teachers & VRP)
7. Training of SI/s and RTs on SLIP	3 days	-

CLRC Book fair



Like the previous years, CLRC book fairs were organised in 310 CLRCs last year for the generation of awareness regarding library activities in schools and also to expose children of primary schools to a variety of children literature. The duration of these book fairs at each CLRC was 3 days. These are accompanied by certain cultural programmes in the evening.

These book fairs were organised in collaboration with NBT and the Joint Committee of Book Seller and Publishers of West Bengal.

Circle Resource Centre (CLRC)

Circle Resource Centre is an arrangement which institutionalises the resource support of existing system, in terms of building up the capacity and adding to the infrastructure of primary education at the sub-district level. It provides resource support to the schools, conducts evaluations, monitors and supervises, organise mobilization of community and helps to strengthen the planning and management process. The pedagogical renewal activity is conducted mainly



Circle Resource Centre (CLRC).

RC did the following activities in the last years.

Capacity Building of primary teachers – This involves different types of teachers' training at the CLRCs.

Innovation in resource support activity – Two different types fortnightly workshops were organised with teachers and VEC / WEC members.

Noon workshop for VEC / WEC members to establish a feed back system between VEC / WEC and to mobilise the community towards an effective schooling system.

- On Child Register and its implication in the programme
- Enrolment Drive
- Use of TLM and school grant etc.

b) Afternoon workshops for primary school teachers in order to identify the difficult areas in class-room transactions and in area specific issues. The workshops were held on :

- Use of library book and role of book corners in the classroom
- School efficiency and cohort study
- External Evaluation – management & sharing of result.

Besides these, several area specific issues were undertaken by the CLRC of its own.

c) Monitoring, Supervision & feedback

CLRC conducts monitoring of schools by engaging RTs in the job. Each CLRC has already framed certain feed back format which they fill during their visit.

School Based Learning Improvement Programme

School based Learning Improvement Programme was taken up by WBDPEP as a new stepping-stone for improving the learning achievement in qualitative terms. The programme was aiming at creating enabling conditions in school through transactional interventions for improving quality of learning within a time frame.





It was also designed to give emphasis on involving the parents and other members of the community operating through the VECS with use of participatory devices called-PLA (Participation Learning and Action) to sustain the achievement levels of learners

SLIP PRINCIPLES

- Ensure competency based education scenario.
- Cooperative learning through large group and small group learning.
- Additional volunteer facilitators from VEC.
- Proper identification of slow learners, followed by a very caring and guiding attitude of teachers towards them.
- Ensure effective and meaningful school monitoring.
- Not product oriented, but process oriented change.
- Shift from focus on teaching to learning.

Objectives: -

- To ensure the elimination of any gaps in the learning achievements between the “advantaged” and the “disadvantaged” groups of children mainly the social and gender differences.
- To visibly reduce the gap in the performances of the top and bottom 20% students.
- To improve qualitatively students reading and independent writing competencies in all grades.
- To improve qualitatively students mental computing and systematic problem solving abilities.
- To systematically develop self-learning and study skills and healthy reading habits among all students.
- To improve PTR by rational distribution of teachers and to ensure four teachers for four grades and by engaging community teachers.
- To empower and motivate community, community participation programme has been designed.

A. *Certain Activities on Management & Administration*

- The VRPs have been engaged in the schools to rationalize PTR in Class – I.
- The RTs have been trained to provide support to the schools.
- The QMTs (Quality Management Team) have been formed



at the district level.

The CRTs (Cluster Resource Team) at the CLRC level.

Exclusive teacher for class – I provided in the concerned school.

Some schools running in the Day shift were shifted to morning to combat the infrastructural problem

Monitoring of each school twice a month by RTs

Major decisions and activities made during the year

- > programme was started in 435 schools of 6 DPEP districts i.e. Birbhum, Murshidabad, Cooch Behar, South 24 Parganas, Jalpaiguri and Bankura. It was introduced in class – I of these schools only.

C. WORKSHOP

Various workshop have been conducted from time to time under this programme at different levels – State, districts and CLRCs.

- Workshop was conducted on improvement of competency level of children phase by phase along with State Quality Management Team, District Quality Management Team and CPCs & RT of concerned CLRCs.
- On convergence of SLIP packages with Text Book.
- On Development of training Module at the State level for the year 2001-02 and with WBBPE for the year 2002-03.
- On development of packages for 2001 – 02 at the State level and on the same activity along with WBBPE for 2002 – 03 for Class – I and Class – II.
- On classroom transaction with materials.
- On empowering CPCs to ensure their involvement to improve the programme.

C. TRAINING

- Different training camps for the teachers and Voluntary Resource Persons (VRP) have been organized at the district level. Accordingly the teams were sent to districts to conduct the training programmes and demonstration on the usage of package.
- State level training programmes have been organized also on the same.





D. SURVEY & EVALUATION

- Baseline survey conducted before launching the programme
- 1st , 2nd and 3rd term evaluations conducted in each school
- A software designed to track the on going progress of learners in all spheres
- Data processing started

E. MATERIAL DEVELOPMENT

- Worksheet, workbooks and other teaching learning materials such as Abacus, Alphabet book, Card, Number Card, Hanoi Tower, Chakra Chart, Folder, Big Chart etc. have been developed at the State and the District level and provided to all the learners. Materials are being used in small groups.
- The District Quality Management Team (DQMT) and CLRC are also preparing a lot of materials for the programme and utilising this during discussion training programme and visit to schools.

F. Media & Documentation

- An exhibition corner on SLIP was made in Vidyasagar Mela which was largely applauded by the masses.
- Three films on SLIP were prepared for use during training programme.
- Visual documentation have been done in all the 6 SLIP districts. These photo features were sequentially designed to document the objectives of the programme.

G. Community Ownership Programme

- Jana Chetana Saptaha was observed in all the 6 SLIP districts to create awareness among community regarding importance of Quality Education.
- Involvement of parents specially mothers in the whole programme was ensured by conducting focus group discussion in small groups regularly in the area where the school is situated. The Participatory Learning & Action (PLA) methodology was adopted to do the same.

Some major significant changes are visible in the classroom

- Children are meaningfully engaged.
- Children are sitting in small groups while doing group work activities
- Comparative and sharing learning environment is created
- The role of group leader is prominent

ip work the children are using card, pocket board, sheet, chart, workbook etc. in proper manner

small group is given a code name

lthy co-operative environment is created among group
bers

sroom environment is child friendly, inviting and
ppropriate for self-learning

sroom environment is meaningfully flexible

's are taking active participation in classroom transaction

ool time table is properly followed and there is no
.ishment stick in the classroom

ndings of SLIP has encouraged in developing a broad base
r introducing the new techniques of child centric teaching
ng process in all 52,000 primary schools of the State in a
ed manner. The plan of action for expanding SLIP was
ared through several discussions with WBBPE, Directorate
chool Education, SCERT and UNICEF in regard to policy
nagement and implementation of the process and thus
nerged the concept of ILIP i.e. Integrated Learning Improvement
ogramme. Next year the ILIP is proposed to be launched in
000 schools.





DISTANCE EDUCATION PROGRAMME 2001 – 2002

In the present primary education scenario quality improvement is an important thrust area along with access enrolment and retention. The onus for qualitative improvement and application of modern methods and techniques in classroom teaching-learning lies with the teachers. Last year Distance Education Component in WBDPEP has focussed on Material development for the teacher-training programme.

The Distance Education Programme at the State level has been designed to:

- Provide technical support in developing producing and delivering Distance Learning (DL) inputs and materials for training the primary education personnel.
- Assist in reducing transmission loss by suitable DL interventions, thereby increasing consistency and quality of training efforts.
- Develop material and organize training inputs for KRPs, RTs and teachers.

The activities undertaken by DEP in 2001-2002 are

- i) Development and production of Distance Learning inputs and materials, both print and non-print.
- ii) Orientation of district functionaries and CLRC Resource Teachers on use of Distance Learning (DL) material during afternoon workshop
- iii) Assistance to the State Pedagogy Cell in deciding suitable training strategies i.e. integration of the DL materials with the ongoing teachers' training programme.

Material Development

- i) Development of a video film on teaching-learning process named 'Shikhan Britte Shishu'. This video film will be a part of the Pedagogy Teacher training module-III and will be used

ring the interaction sessions of the Teachers' training programme.

Development of module on Multigrade Teaching has been completed at the State level through workshops with SRG members, district representatives and primary school teachers working in MGT situations. The topics covered are methods and techniques of teaching-learning in MGT situations. Timetable for MGT, Monitoring System for MGT, Seating Arrangement for MGT, Peer Group Learning etc.

Development of Teacher Training Module in Hindi, Urdu and Nepali has been completed in collaboration with SCERT. These modules are based on the Pedagogy Module I & II and will be used during the training programmes of the teachers of the respective medium schools.

- iv) Development of module on Effective use of Library books has been initiated at the State level after orientation at the National level workshop conducted in Pune and subsequent interaction with teachers. The module will focus on effective use of library books to develop reading and writing competencies in the primary grades.



RESEARCH AND STUDIES

Research and Studies component under WBDPEP over the last 5 years has evaluated the varied strategies utilized in the DPEP interventions for achieving UPE. It has also tried to identify the needs at the grassroot level for appropriate strategy formulation and effective implementation of the same.

With the Phase –I WBDPEP districts approaching the final stage in its 6th year, the intervention will target at more micro level research to identify weak areas and undertake comparative analysis with the data collected over the years.

Major success was achieved in conducting the **Cohort Studies**, first on a sample basis and later on in an intensive manner covering all the schools in the Phase-I districts.

Major database could be created through the conduct of –

- Cohort – 2001
- DISE
- House to House Survey
- Midterm Assessment Survey
- Study on the quantum of financial investment by the family per child in PE.

Each of these studies has concentrated on school specific information / data and have also extended to qualitative issues related to the community in certain cases.

In selected districts (Bankura, Birbhum & Murshidabad - Municipal areas) a study on the Deprived Urban Children had been conducted, to identify reasons for the non enrolment of children in PE and the reasons for their drop out.

The **Research Studies under the WBDPEP** in the phase I districts have been conducted mainly at two levels.

- State Project Office studies
- District specific studies

The **State Project Office studies** have concentrated on the issues relating to the State Program of Action on Primary Education and issues related to policy matters.

The **district specific studies** have concentrated on certain qualitative aspects for identifying / understanding the reasons for the existing status. These studies included :



ollow up on the present status as well as issues emerging from the previous studies completed.

Concurrent evaluation of child's learning achievements and their needs.

In phase II and DPEP districts the following activities have received higher priority,

Capacity Building by the SPO to its district counterparts on various issues relating to research and studies under a time bound intervention.

Formation of a State Resource Group for orienting district counterparts and assisting them in the various studies undertaken at the time of software development and its analysis.

Ensure the formation of District Resource Group consisting of 8 field workers and 4 persons in the Academic group to especially strengthen Action Research activities.

- Orientation to DRG on identifying studies in a district specific manner.
- The SPO extended technical support to the district based studies on
- Orientation to the study
- Methodology to be used and development of tools / techniques for the study
- Data collection procedures / conducting PRAs and FGDs.
- Generating reports from the data collected.

Capacity building programs will be further strengthened through various **Orientation Programmes and Workshops** in future.

- Orientation Workshops have been conducted with the academic group of the District Research Groups on the conducting of achievement tests and classroom observation processes.
- Comparative study on learning Achievement and classroom processes in the SLIP and Non-SLIP schools.

Dissemination activities have been conducted for identifying and formulating corrective measures. On the basis of the findings emerging from the completed studies / surveys the weak areas have been identified and appropriate strategies are developed to address the situation.





- Feedback for corrective measures are then taken up and monitored at the state level on the basis of emerging data through dissemination workshops.

The District Action Research Group along with the DRG address the **micro level intervention studies** by identifying studies in a Gram Sansad specific manner which also help address the issues on **Diagnostic Studies**.

- The District Research Group continuously addresses micro intervention studies with a holistic approach where the studies are fundamentally Gram Sansad based.

Studies completed in 2001 – 2002 are :

1. Enrolment patterns of girls between 1997 – 98 to 2000 – 2001 among the Minority Role of the Panchayat Raj Institutions (PRI) in Primary Education –
2. Problems of non-enrolment and dropout among girls at primary education in South 24 Parganas district : a case study by Sharmistha Chakravorty
3. Population of selected blocks.
4. A Comparison Of Students Achievement : BLS' 97 TO MAS' 1999 TO MAS'2001
5. Gender study for the district primary education programme in three districts of West Bengal: a project report
6. A study on the utilization of school grant and TLM grants (a district based study)
7. Challenges of UPE - among The Deprived Urban Children

COMMUNITY MOBILISATION

Community mobilisation is an important component of District Primary Education Programme. The objective is to strengthen community participation in primary education with the ultimate aim of community ownership in fulfilling the objectives of UPE. The platform for community participation in UPE is the Village Education Committee (VEC) in rural areas and the Ward Education Committee (WEC) in urban areas.

During 2001-2002 following activities were undertaken.

- Capacity building of RPs and VEC / WEC members
- Developing micro level database by introducing child register
- Different activities for enrolment and retention like

Folk campaign

Issuing of green cards and badges

| Wall writing and Hoarding

- Introduction of monthly reporting system from VEC / WEC to CLRC for effective monitoring of the activities of VEC / WEC
- Developing and printing of materials for capacity building of VEC / WEC members, RPs as well as stake holder of districts
- Organization of noon time workshop at CLRC level for establishing close linkage with VEC / WEC

Meeting / Workshop / Sensitisation workshop undertaken at the State level & the district level during the year :-

(STATE LEVEL)

- Review meetings with CM coordinators from the districts
- SRG meetings
- A-three day National Level Workshop with State CM coordinators
- Meetings with teachers' organisations
- State level workshops with panchayat and rural development department, MEED etc. on EGS and AIE.
- Several meetings with DLCC, DPTC and DPIC members on community mobilisation
- SPO officials have also imparted training to the members of CINI-ASHA, a voluntary organisation on CM activities

DISTRICT LEVEL

- Support extended to, Uttar Dinajpur for organizing workshop on folk media for large scale campaign in the district
- Support extended to Purulia for one day sensitisation meeting of the district level functionaries along with BDOs, Sabhapatis, Pradhans etc.
- Support extended for one day sensitisation of secretaries and presidents of VEC / WEC along with panchayat functionaries of Murshidabad district. The programme was conducted in 5 sub-divisions
- Support extended to Malda for one day sensitisation meeting of the district officials and panchayat pradhans on the respective issues
- One day sensitisation of panchayat functionaries of Dakshin Dinajpur on SSA specially on Community Mobilisation





- Capacity Building of VEC / WEC members
- KRPs / RPs training at state / district level

Organised the re-orientation / training of a huge number of VEC / WEC members in each district following the cascade mode of training process. About 2920 KRPs / RPs were directly trained by the state project officials. District wise detailed break up of this training of 10 DPEP districts is annexed at the end of the chapter (Annex –I)

- Training of VEC / WEC members

In each Gram Sansad and Ward there is a VEC and WEC in West Bengal. This is the lowest unit working for ensuring universal access enrolment retention and quality education at the grassroot level. Therefore, proper functioning/re-orientation of the VEC / WEC members is an important issue in this regard. Keeping this in mind each district trained / reoriented its VEC / WEC members. District wise detailed break up of this training is annexed at the end of the chapter. (Annex – II)

Folk Media Campaign

The SPO organised folk workshops at districts to strengthen the community mobilisation activities at the district level. In total 160 teams were formed for different activities i.e. Baul, Gamvira, Vaoiya, street drama etc. and they staged 1163 performances in different village spots and about 632100 spectators witnessed these functions. The detailed figures in district wise manner are annexed at the end of this chapter. (Annex – III)

Wall-Writing & Hoarding

For wider sensitisation of the parents, teachers and community at large on the issues of universalisation of primary education, hoarding and wall writing at important public places, as well as at school campus have been undertaken.

Enrolment Drive

- Enrolment drive through issuance of Green card and badges. In order to ensure total enrolment this year members of the Village Education Committees in the 10 DPEP districts have played an important role. Firstly, VEC / WEC identified the out of school children with the help of the school register and child register. In the second stage VEC / WEC members conducted home visit and interacted with the parents of those children. Thirdly, VEC/WEC members

have issued green card to the parents of these out of school children. Thus with the help of the VEC/WEC members this time it was easier to identify the out of school children and enable them to get enrolled in school through the help and cooperation of parents.

Similarly to aware the parents as well as the community regarding enrolment several VEC / WEC introduced an innovative campaign through providing badges to the out of school students.

Monitoring System

For strengthening the monitoring activities, a monthly reporting system has been introduced from VEC / WEC to CLRC. The monthly reporting format contains information related to teachers, students and the activities done by VEC / WEC. It is the responsibility of secretaries of VEC / WEC to send the monthly VEC / WEC report to CLRC and vice-versa. The CPC has the responsibility to collect the report from defaulting WEC / VEC. The reports are regularly shared among head teachers, RTs and CPC at the meeting of head teachers' at CLRC every month.

Micro level database

With the launching of SSA, a need to modify the existing child register was felt. Therefore instead of updating existing child registers, a fresh Child Register covering all children between 0–14 years was prepared. This Child Register would be the basis of microplanning exercises which would become the basis for future annual plans.

Teaching and learning materials

To extend the support to the VEC / WEC members for building up their capacity as well as the KRP/RPs the SPO has developed and upgraded different kinds of teaching and learning materials.





Noon time workshop

In order to establish a close linkage with VEC / WEC following noon time workshops were held in the respective CLRCs in 2001-2002 :

1. Findings of the report sent by the VEC / WEC to CLRC
2. Use of school grants, TLM grants etc.

Training for RPs (the SPO officials directly imparted training) Annex – I

Name of the district	Total no. of RPs			Total no. of RPs trained
	M	F	Total	
Bankura	170	44	214	214
Birbhum	173	7	180	170
Mursihdabad	100	20	120	120
South 24 parganas	758	214	972	972
Cooch Behar	256	41	297	297
Total	1457	326	1783	1773
Jalpaiguri	266	69	335	335
Purulia	390	-	390	390
Uttar Dinajpur	181	32	213	213
Dakshin Dinajpur	120	11	131	131
Malda	59	9	68	68
Total	1016	121	1137	1137
Grand Total	2473	447	2920	2910

Training of VEC / WEC members (Annex -II)

District	Total no. of VEC formed	Total no. of WEC formed	Members in VEC / WEC			Total no. of VEC / WEC members trained		
			M	F	Total	M	F	Total
Bankura	2470	57	30072	12887	42959	19420	8000	27420
Birbhum	2096	70	23145	9802	32947	15008	5701	20709
Murshidabad	2538	123	36047	7983	44030	19900	2900	22800
South 24 Parganas	3803	128	44113	13214	57327	23040	10043	33083
Cooch Behar	1478	64	16357	7390	23741	15203	7173	22376
Total	12385	442	149728	57276	201004	92571	33817	126388
Jalpaiguri	1432	38	14887	7093	21980	4782	2489	7271
Purulia	1757	46	28411	5309	33720	7744	3396	11140
U. Dinajpur	1398	25	14679	6291	20970	5031	1913	6944
D. Dinajpur	922	41	11188	5428	16616	4408	2167	6575
Malda	1832	34	29435	8166	37601	2922	1232	4154
Total	7341	184	98600	32287	130887	24887	11197	36084

Status of Folk Media Campaign for enrolment and retention in expansion District (Annex -III)

Name of the district	Total no of artists participated	Total no of teams involved	Total no. of sports performance	Total no. of spectators
Jalpaiguri	250	22	630	310000
Purulia	36	04	40	21500
Uttar Dinajpur	146	0	123	119323
Dakshin Dinajpur	132	12	74	50000
Malda	52	7	35	18000
Total	616	45	902	518823

Status of Folk Media Campaign for Enrolment and retention in Existing District (Annex -III)

Name of the district	Total no of artists participated	Total no of teams involved	Total no. of sports performance	Total no. of spectators
Bankura	136	23	174	17400
Birbhum	18	02	38	44477
Cooch Behar	230	30	196	45277
Murshidabad	156	14	89	3200
South 24 Parganas	242	48	64	3000
Total	782	117	561	113354



ECCE

Early Childhood care and Education focuses upon total development of pre-school children. In case of West Bengal ECCE program is provided through Integrated Child Development Scheme or ICDS. ICDS provides services in local areas named as Angan Wadi Centres (AWCs) under the control of Social Welfare Directorate, Govt. of West Bengal. The intervention in relation to pre-school children within the age range of 3–5 years on the part of WBDPEP / PBRPSUS is undertaken through convergence with Social Welfare Directorate. Working group on ECCE has been formed to maintain joint effort constantly for strengthening the pre-school component within the ICDS program. This in turn may ensure satisfactory Primary Education in future for children.

Initially an attempt has been made to improve the quality of pre-school component in connection with the following convergence issues during the year 2001-2002 :-

- 1) Providing TLM support to AWCs.
- 2) Imparting infrastructure support to AWCs.
- 3) Sensitization of ICDS Officials on Sarva Shiksha Abhiyan.
- 4) Developing database on pre-schooling.

This program has been implemented in 10 DPEP districts of West Bengal. As a result similar convergence has been made possible among the district functionaries of 10 DPEP districts of both the departments.

Apart from Purulia each of the 9 districts have District Resource Group or DRG consisting of members from District Project Office –DPEP, District Project Office –Social Welfare, Zilla Sabhadhipati & eminent NGO activists. Key Resource Persons (KRPs) for sensitization purpose at all levels have been identified from the DRG members.

The format for collecting information on pre-schooling has already been finalized with dual consent from PBRPSUS & SW Department. So the development of pre-school database is in process. The District functionaries have arranged for collecting the required information.

It has been found necessary to provide sufficient TLM to the AWCs which may motivate the young children to attend the centre

regularly as well as it may stimulate them to achieve the expected developmental milestone at an appropriate age. Providing TLM it involves three consecutive steps :

Selection of TLM articles within limited fund.

Procurement of the selected TLM articles.

Distribution of the procured items to each AWC in the particular district.

A pictorial wise picture may help to have an idea in this activity.

Information on Pre-schooling

District	Population (3+ to 4+)	No. of AWCs	Enrolment of Children covered (3+ to 4+) years
1. Bankura	166533	2757	118141
2. Birbhum	157169	2407	81356
3. Cooch Behar	129295	1898	103792
4. Murshidabad	305934	3316	205001
5. South 24 Pgns.	360386	4203	125350
Total of DPEP Phase I	1119317	14581	613640
6. Dk. Dinajpur	78398	1235	34000
7. Jalpaiguri	167848	2218	92336
8. Malda	171648	2239	16072
9. Purulia	132276	2512	70000
10. Uttar Dinajpur	127366	1542	43453
Total of DPEP Phase II	677536	9746	255861
Total of DPEP districts	1796853	24327	945501

Source: State Plan Document 2001-2002



GIRLS' EDUCATION

Encouraged by the positive response received from the gender focus blocks to the activities undertaken by the Girls' Education unit of WBDPEP, the Phase – I DPEP districts decided to extend gender interventions to all blocks of the districts. Activities in the Phase – II DPEP districts have also picked up momentum, that has inspired the 5 Phase – II districts to expand gender interventions from 10 blocks to 19 blocks.

Apart from the usual activities like awareness campaigns, capacity building exercise and material development on Girls' education the following notable activities were conducted by the Girls' Education unit in 2001 – 2002 :



A) *State level workshop :*

- I) 2 days orientation of District Resource Group members from Phase – II districts on Girls' education under WBDPEP. This programme was also attended by district coordinators and other district level officials other than the DRG members on Gender from the 5 phase – II districts.
- II) Focus Group Discussion on Girls' Education

Islampur is educationally one of the most backward areas in West Bengal with problems of diverse nature. 6 most backward schools in this area were selected at the venues for this field based training on PRA. The participants of the workshop were divided into 6 teams. Each team visited those schools and the concerned VEC.

interacted with both in school and out of school children, teachers, parents and community members, and identified the specific needs of the localities. Later area specific and need based interventions were chalked out for each school by the team members of as well as the community members of the concerned

District level :

Several training and workshops have been conducted in all the Phase – II districts except Purulia which is yet to take off in a big way. Resource persons have been trained to facilitate interventions in the gender focus blocks, especially in Bankura, Jharkhand, Behar, Malda, Jalpaiguri and Uttar Dinajpur. 50 schools with very low percentage of girls' enrolment to total enrolment have been worked upon intensively by these Resource Persons. They have interacted directly with the stakeholders at the grass root level, and these interventions have evoked tremendous response among the community, especially mothers.

2 other programmes conducted by Birbhum and Uttar Dinajpur districts need to be mentioned here.

- i) Birbhum organised 2 district level camps for orienting female members of the Panchayat Samities from 7 gender focus blocks on the issue of Girls' education under WBDPEP. The 2 camps were attended by 112 participants which also included representatives of the DRG (Gender) and personnel from the concerned CLRCs.

Issues raised in these camps through participatory group discussions were :

- Process of socialization of men and women, and the consequent social discrimination between the sexes.
- Impact of these factors on enrolment, retention and achievement levels of girl children
- Role of the Panchayati Raj Institution (PRI) in increasing the rate of girls' participation in primary schools.





- Role of the PRI in conducting and supporting awareness generation campaigns on gender issues, effective implementation of various schemes at the grass roots which would be beneficial to women and girl children.

- ii) 10 camps covering 735 female members of the VEC were organised in the gender focus blocks of Uttar Dinajpur district. While conducting those camps, the district level trainers / Resource Persons of ten found it extremely difficult to make these women speak out about the problems faced by them or their daughters. With a literacy rate of 37.16%, which is the second lowest in the state of West Bengal, these camps underlined the fact that Uttar Dinajpur is going to be one of the most challenging areas for the girls' education unit to work upon.

Another striking evaluation was that in these belts, the problem of girls' education is inextricably linked with the social issues like child marriage or dowry system. With this revelation dawned the realization, that the issue of girls' education cannot be dealt with in an isolated manner, but would call for intensive and extensive campaigning on other gender related social issues, with support from other Government departments and non government organisations.

Ma – O – Meye – Mela, the event being organised for the third consecutive year in the DPEP districts, seems to have caught the imagination of the masses, and created waves in interior corners of the districts.

Around 225 GP level / CLRC level / Block level melas were held in 7 out of 10 DPEP districts in 2001 – 2002. The mela, this time, was organised in most places on community demand, and thousands of people thronged to the event to participate in the competitions, visit the states that disseminated information on women's education, health and income generation programmes.

IED

Realising the fact that the education for children with special needs is complex and require various approaches, the IED activities under WBDPEP has been implementing various strategies to bring children with special needs into the mainstream of the education system, involving them into social activities and provide them an opportunity for complete participation. In different parts of West Bengal, especially in the large majority of rural areas, we are not hindered by legacy of segregation; there is more community solidarity, and we have over the years developed greater expertise in utilizing existing resources. Examples of good strategy and practice in integrated education exists and excellent initiatives are taking place at the community level. There is evidence of 'Integration' in the many rural areas where often the issue is that if the child is not taken in the only school existing, where else does he/she go ? The District Primary Education Programme in West Bengal has facilitated such cases of integration. Although there are many weaknesses also observed during implementation of the programme, 'ignorance/ lack of availability of information' among the community is observed to be one of the major reasons for inability of most parents/teachers to avail benefits of available services.



Coverage

- Selection of one Block from each DPEP Districts for IED intervention
- Expanding the IED activities to another 4 Blocks next year
- Expanding to rest of the Blocks to cover entire district in the subsequent years
- 10 DPEP Districts out of 20 districts in the State under coverage of IED intervention i.e. 50% coverage.
- In 10 DPEP districts IED activities going on in 61 blocks
- Total 30666 children assessed out of which a total of 16505 children enrolled in primary school.



Status of different districts

District	No. of IED intervening Block	No. of children screened /	Children already integrated in school	Children still out of school	
				Integrable	Not Integrable
Bankura	12	3191	1022	1257	912
Birbhum	10	5270	3445	931	894
Murshidabad	10	4575	2475	1193	907
Cooch Behar	12	5511	2574	1698	1239
South 24 Pgs.	10	8811	5316	1717	1778
Jalpaiguri	2	639	313	156	170
U.Dinajpur	2	1692	901	432	359
D. Dinajpur	2	502	232	124	146
Malda	1	475	227	139	109
Total	61	30666	16505	7647	6514

Capacity building of teachers :

2 days general teachers sensitisation

For all the teachers in the district through the pedagogy unit of SPO & DPO. Module and suggested reading developed by SRG.

District	No. of teacher sensitised
Bankura	2024
Birbhum	1522
Murshidabad	10580
Cooch Behar	1714
South 24 Pgs.	11361
Jalpaiguri	4500
Uttar Dinajpur	1430
Dakshin Dinajpur	72
Malda	524
Total	33727

Intensive training of teachers

Hours (6 days) intensive training for one teacher from each
I. Module and material developed by SLRO.

at	No. of teacher trained
ra	104
im	97
idabad	162
ch Behar	211
uth 24 Pgs.	208
Total	782

Orienting teachers on IED & IEDC at afternoon workshops



Resource Support :

a) District Level Resource Organisation

Instead of appointing 3 Resource Teacher per Block, district level NGOs identified to render necessary services to the integrated / integrable children. The District level NGOs (DLRO) ensures the availability of 3 special educators from the areas of mental disability, hearing disability and visual disability. A two pronged





strategy has been adopted as IED is being expanded to the entire district. Based on further requirements this number would be reassessed and increased in a need-based manner.

District	2000-2001		2001-2002	
	No. of DLROs	No. of Educators	No. of DLROs	No. of Spl. Educators
Bankura	2	6	3	15
Birbhum	2	6	5	15
Cooch Behar	1	3	2	6
Murshidabad	2	6	4	15
South 24 Parganas	2	6	3	12
Jalpaiguri			1	3
Uttar Dinajpur			1	3
Total	9	27	19	69

b) State Level Resource Organisation

State level NGOs working in the field of disabilities engaged as State Level Resource Organisation (SLRO) from 4 different areas of disabilities.

Visual Impairment: Society for Visually Handicapped (SVH)

Hearing Impairment: Speech & Hearing Institute and Research Centre (SHIRC)

Mental Retardation: Bikashayan

Locomotor disabilities and CP : Indian Institute of Cerebral Palsy (IICP)

c) Aids & Appliances

Convergence made with ALIMCO and AYJNIIHH for providing Aids & Appliances to the identified disabled children

Types of appliances provided	No. of appliances provided
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Aids for visually impaired	141
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Aids for hearing impaired	1749
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Aids for locomotor impaired	3368
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Total	5258
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d) Resource Kit

Developed and provided resource kit to the schools which are under IED intervention blocks. The kits consist of teaching-learning materials for educating the integrated challenged children.



Curriculum Related

- Measures taken to modify curriculum according to the need of Children With Special Needs
- Peer tutoring and cooperative learning introduced specially in IED and SLIP intervention blocks
- Workshop held at SPO with the district officials and special educators for development of Disabled friendly TLM
- 200 sets of such TLM distributed in each district
- Districts developing TLM according to the needs of such children
- Handbook, Booklets, Suggested readings etc. developed and distributed among the teachers
- Children with Special Needs are regularly participating in Co-curricular activities especially in games and sports and cultural programme in schools
- Distance learning material under preparation for the teachers, children and parents on different games and sports which can be organized at school where all children can take part

Creation of a barrier free environment :

- All NSBs and ACRs are provided with 'Ramp' (1:12 slope) facility, including sharp edge free handrail. Ramp width is sufficient to maneuver wheel chairs.
- Action has been taken to provide both ways door swing system, so that door operational hazard is minimised.
- Toilet shall be provided with grab bar and foldable water closet (WC) seat.
- The same action has been taken for CLRC buildings also.

Community Mobilisation and Awareness Campaign :

- Sensitisation of VEC members on disability. VEC members to take up the issues with community through group meeting and personal contact.
- Orienting the local administrators and panchayat members





on disability.

- Distribution of leaflets / pamphlets, posters, wall writing at the GP level of all IED intervening blocks.
- Van miking and using other modes before screening & assessment camp.
- Observation of World Disabled Day on 3rd December.
- Involvement of parents and family members of the disabled children as a resource person to mobilise the community and creation of a conducive environment.

Development of materials:

- Developed and printed several booklet, leaflet, posters and compendium related to IED issues for the teachers, VEC members and other community members. Special packages for afternoon and noon workshops are also developed.
- Development of distance learning material related to IED issues is under way

Supervision and monitoring :

The State has Developed a 3-tier monitoring and supervision system to monitor the IED activity in State.

School level

CLRC	Bi-monthly
DPO	Quarterly
SPO	Yearly / Half yearly

EDUCATION FOR THE DEPRIVED URBAN CHILDREN

Kolkata, the most populous city of the east, has a growing number of deprived urban children living on pavements, slums, squatter colonies. Shikshalaya Prakalpa under the aegis of WBDPEP has been initiated to address the educational need of these deprived urban children. The first step was to assess the number of out of school children and their spatial distribution. The survey revealed that 14646 children are out of school in 141 Municipal Wards of Kolkata. The results of the survey formed the basis of the planning of Shikshalaya Prakalpa - a project to be run under the guidance and supervision of KRGEDUC, under the CLPOA network funded by WBDPEP. The project management unit for the period July'01 to June'02 was CINI-ASHA while Loreto Day School, Sealdah was selected as the Academic Training Unit for the programme. The working plan of the project is as follows: -

- 600 shikshalayas to be set up / managed by NGOs
Each shikshalaya to have a maximum of 50 children in the first year with two para teachers i.e. shiksha sevak / sevika
10 Resource Centre (one per 60 shikshalayas) to be set up and managed by NGO
Each resource centre to have one Centre Coordinator and 3 Resource Teachers
- Community involvement through Shikshalaya Level Committees
KMC involvement through WEC
- 300 Bridge Course centres to be run for over-aged children in the target group Shikshalaya Prakalpa

Activities accomplished :

- (a) Identification of NGOs, allotment of number of shikshalayas and demarcation of geographical area of work
- (b) Identification and training of Sevak / Sevikas and TLM support
- (c) Verification of the location of the shikshalayas





- (d) Setting up of project management unit (PMU)
- (e) Setting up Resource Centres
- (f) Community mobilisation programme
- (g) Capacity building of personnel
- (h) Academic evaluation of the shikshalaya centre and follow up academic training of the teachers

Visits to the centres as a measure of the support extended to monitor the progress of shikshalaya

Shikshalayas operational : (as on February 2002)

Shikshalayas, community based Alternative Formal Primary School run by NGOs under the guidance of SRGEDUC cater to 50 children per centre. In areas where there is a dearth of locations to accommodate 50 children, smaller locations with capacity to accommodate 25 children are sought. A teacher student ratio of 1:25 has been maintained in these shikshalayas. Each shikshalaya runs for four hours between 9 a.m. and 1 p.m. (5 days a week)

Total no. of shikshalayas operational	Total no. of enrolled in shikshalayas	Total no. of boys	Total no. of girls
354	15913	7703	8210

Bridge Course :

The Bridge Course Programme (running bridge course centres) was launched in Kolkata in September 2000 with support of fund from UNICEF under the guidance of SRGEDUC. These Bridge Course centres were run by different Kolkata based NGOs selected by CLPOA. Children of the Bridge Course centres were mainstreamed by July 2001 into various formal schools run under DPSC and KMC by the concerned NGOs. 2304 out of 5286 were mainstreamed into formal schools i.e. 43.58% of the total number of children reached out were mainstreamed. 2982 children could not be mainstreamed because of low academic progress or drop out from the centres.

❖ DOCUMENTATION

❖ Documentation unit at the State Project office made a progress over the past 5 years. Following are the list completed throughout the last year:

cation of 6 issues of bi-monthly journal Yogsutra and distribution to primary schools through Circle Resource Centres (CLRCs)

Publication and distribution of Annual Report of the year 2000-2001 among State & District level functionaries.

Publicity material on construction of school building developed and distributed for advocating with the policy makers.



Still Photography

In 2001-2002 the Pedagogy unit had undertaken a new approach titled School based Learning Improvement Programmes (SLIP) in the teaching learning processes in some selected schools of the phase -I districts. Special training were given to the teachers for better classroom transactions. Students were given separate work books also. Different techniques were used to make the learning joyful for students. After 6 months of the launching of the initiatives the outcome was documented through still photography. SLIP was launched in 6 districts of DPEP and district the progress in or outside the class room was documented in Birbhum, Bankura, Murshidabad, South 24 Parganas, & Cooch Behar by engaging professional photographer.





Presentation

- I) Various presentations were made for national and state level presentations on SLIP & other DPEP activities.
- II) 3 different video films were developed focussing on :-
 - a) The progress of SLIP in selected schools –25 minutes
 - b) Innovative approaches adopted in SLIP –22 minutes
 - c) Shikhan Britye Sishu –3rd module on Pedagogy - 41 minutes

Documentation

- III) Reports prepared on CLRC Book Fair, Maa–O–Meye–Mela etc.
- IV) Publication of Zilla Prakalpa Barta by Uttar Dinajpur, Birbhum & Murshidabad.
- V) Stalls were put up in Vidyasagar Mela, Sundarban Mela for disseminating messages for mobilising masses towards the project.

The main strategy to be adopted by M&D unit at the state level for the next year is to launch an all out publicity campaign to disseminate messages on different aspects of the project by utilising all Mass Media channels.



MANAGEMENT INFORMATION SYSTEM

The success of any project is largely dependent on an efficient Management Information System, which enables information usage at all levels for decision making and planning process. In this connection the MIS unit in PBRPSUS is highly equipped with modern technology and highly qualified and efficient personnel having the capabilities to handle the data/ information.

Educational Management Information System (EMIS)

An annual activity to collect school level data/information based planning. EMIS is implemented through software called District Information System (DISE).

District Information System (DISE)

Like the previous years this year also the MIS has introduced collection of village level data along with School Based data through DISE. Computerization of DISE data of 10 DPEP districts (School Based Information & Village Level information) has been completed. DISE data for 10 DPEP districts were successfully compiled and sent to MHRD, Gol.

Sharing of data

The computerised data is being shared with different departments (Government & Non-government) at different levels (State, District, Sub-district level). The data sharing from the State to the district and vice versa are being done to a limited sphere and in the next year the sharing of information will be extended to the level of Circle / Block / Municipality level and also at the level of CRC/ VEC / WEC / School Level.

The exchange of data with other Govt. and non-Govt. departments are being done for data validation and also for the preparation of integrated and comprehensive plan document indicating the plan of activities and budgetary allocation of each sector(s) and also the process of convergence.

Strategy for the Next Year

The activities of the present year and its achievement are mentioned above. The existing process of functioning of MIS Cell is to be continued and strengthened for increasing its effectiveness in connection with collection, computerisation, analysis and sharing of data with different interventional areas of SPO, different government and non-government organisation / department at state, district and sub-district level. With this view





the following strategies are being thought out.

- 1) Multi-dimensional flow of information and necessary feedback for strengthening of effective supervision and monitoring system of the project.
- 2) Integration of district project offices with SPO through mechanism of Wide Area Network.
- 3) Improvisation of the reporting system.
- 4) Mechanisation of document management system through MIS Cell at SPO.
- 5) Capacity building of MIS and different functionaries
- 6) Strengthening MIS for Planning & Management

PMIS :

PMIS is required to monitor the project systematically according to the Activity wise Expenditure Statement against the approved Annual Work Plan & Budget for the year. The software has been developed and implemented at SPO and also in the Existing & Expansion districts of DPEP.

The software allows for logging each financial transaction to individual cost parameters so that subsequent analysis of the expenditures can be made for each of them. This also facilitates generation of various statistics for the district, individual blocks and municipalities, down to the circle level.

The software allows for logging the annual targets against each intervention area, broken up into various activities and sub-activities and the actual performance against those activities. The monitoring is done essentially for the financial aspect of the project with indicative parameters for the physical activities.

The software is intended to be run in the implementing districts and the State Project Office. The districts are also supposed to transmit data electronically to the State Server for collation and state level analysis.

The PMIS software has been successfully implemented at SPO and 10 DPEP districts. District officials are generating the on-going reports accordingly and sending the same as SPO regularly.

Extracts from the 14th JRM

PROGRESS TOWARDS ACHIEVEMENT OF PROGRAMME OBJECTIVES AND OUTCOME INDICATORS

Out of school children in initial five districts during 2000-01 are estimated at 125,182, which is 5.3% of the total target age group population (5+ to 8+ years). In expansion districts, the out of school children are estimated at 218,383, which is 15.1% of the target age group population. The out of school children in all the districts show a decline except in Birbhum, Malda and Purulia. Enrolment drives under DPEP and increased access due to opening up of SSKs may have contributed to the decline in out of school children. Girls from about 49% of the out of school children in all the districts except in Purulia where the percentage is 39%. A concerted effort to focus on this group is being made.

Enrolment increased in all 10 districts except in Purulia. Progressing NERs are due to increased enrolment in formal schools as well as in the SSKs, currently 4525 SSKs are operating in 10 districts.

21,206 disabled children have been identified in the initial five districts, out of which 11,553 were integrated with the formal system. Strategies for addressing the specific needs of these children have been developed.

A useful database had been developed on the quality issues of education at the primary level. The monthly report information on the number of VEC meetings and the subject discussed was being compiled regularly at the CLRC level and sent to the DPO. But other important data on indicators of quality of education was not being compiled at the CLRC level in a systematic manner. The analysis of data collected and its feedback from the CLRC to VEC and finally to schools for designing interventions on emerging indicators need to be strengthened. The JRM recommends that context specific institutional plans in the CLRC level and school improvement plans at the school level be developed. The data collected at the CLRC and VEC level should be used to prepare micro level interventions.

WBDPEP started an innovative programme, the School-Based Learning Improvement Programme (SLIP), in 430 schools in six districts which includes five initial districts and one expansion district (Jalpaiguri). The innovation aims to shift the focus from teaching to learning, emphasizing peer learning, and to instil confidence in children. The JRM visited a number of SLIP and non SLIP schools and observed a visible difference in the motivation of teachers and children in the SLIP schools. The teacher in these schools is assisted by a Voluntary Resource Person (VRP) making it easier for the teacher to manage high



PTR situations.

The innovation has silently created a mass awareness campaign on children attendance and quality learning. The SPO proposes to expand SLIP in Grade I of all DPEP districts and Grade II and III of the existing SLIP schools.

The State has developed an in-built mechanism of monitoring. Head teachers of schools and DPOs meet every month to discuss various issues related to the programme. A PMIS and Area Officers reporting system has been created at the SPO level. A monthly review meeting is held with the area officers after they visit their specified districts on specified days of a month. These officers in turn hold meetings with the district level officers, DRGs and RPs to review financial and physical progress under the programme. This system is reportedly functioning well at all levels.

In West Bengal, PRIs have an important role in educational planning and management and PRI members have a significant representation in VEC and BLCC. The DPSC, an elected body, which is administratively in charge of school inspectors and teachers has a smooth working relationship with the project functionaries.

An attempt has been made to prepare holistic plans in some districts for the construction of schools where available funds from all sources for school civil works including that for the DPEP and SSKs are pooled and the plan for the district as a whole is implemented. Similar convergence is required with the ICDS and water and sanitation programme.

Extracts from the 15th JRM

Learning, Completion and Quality

DPEP has made note-worthy efforts to address the problem of irregular attendance, which is an area of concern. The normal causes are seasonal agricultural work, sibling care and illness. With the active involvement of VECs, individual cases are taken up and social pressure mobilised.

The monthly review meetings of the Head Teachers at the CLRCs, the sensitisation of the teachers through training, greater involvement of the VECs and Panchayat representatives and a greater awareness in the community have helped focus efforts on improving attendance.

Some of the most significant contributions of DPEP to quality so far have been through the Circle Level Resource Centres, which

replace the usual pattern of BRCs and CRCs. Their advantage is that they converge with the Sub-Inspectorate, with the role of the SI changing to that of the Circle Project Coordinator, supported by Resource Teachers.

Indeed, DPEP interventions for in-service teacher training have yielded some valuable lesson learning. Modules developed and rolled out most recently have been more practical and responsive to actual classroom conditions than earlier ones and have clearly gained higher levels of teacher acceptance and day-to-day impact. CLRC activities have provided essential, continuing support to teachers in applying the methods introduced by the training as well as regular noontime sessions for sensitising VEC members and winning their support for what is being done in the schools.

The School-based Learning Improvement Programme (SLIP) is an important and pioneering quality improvement programme in the West Bengal context. It has developed from an action-research based pilot, FLIP, and reports indicate that SLIP is an effective and holistic set of strategies based on a wide range of evidence and experience, and already having considerable impact on children, teachers, schools and community.

EQUITY

DPEP has, exceptionally, supported a significant, NGO-led intervention in Calcutta (not a DPEP district) for deprived urban children which will soon be extended to several more urban centres and taken up under SSA.

DPEP has developed some effective strategies for girls' education and, for example, for helping tribal children and their teachers make the transition from mother tongue to Bangla in the first year of school.

The West Bengal Board of Primary Education has conducted a series of external evaluations of learning achievement in primary schools and it is understood that this year's results will for the first time be disaggregated by gender and social categories.

The key role of validated data in effective planning is being increasingly appreciated by the members of the VECs, Panchayats and the DPEP functionaries at the district and state level. The child register maintained since 2001 in every primary school is a basic source of information at the grass roots level mainly on the number of out of school children. Teachers and VEC members are fully involved in the preparation of this register,





based on which 'green cards' are distributed to those families who have to enrol their children.

Micro planning for quality and access.

A more effective micro-planning model is available in areas where SLIP is implemented. Here the importance of community participation is formalised through Participatory Learning Action (PLA), providing a forum to map the villages and identify their problems, needs and gaps. The participants collectively prepare seasonal diagram, occupational diagram and habitation plan. This has forged a CLRC-school-VEC-community network, enhancing planning capabilities in the community and leading to quality improvement in the classrooms.

The data collected through DISE and the child registers are passed on to the Circle Project Coordinators (CPCs) who then consolidate and integrate them with the district plan. The habitation plans prepared through PLA would also be integrated. Thus the AWP&Bs receive sufficient inputs as regards enrolment, infrastructure and academic attainment.

Coordination and convergence

There is a noticeable recognition of the need for convergent action at the district and village level. The District Magistrates have been designated as District Project Directors to facilitate better convergence and optimal utilisation of resources. This has created a mechanism at the district level capable to access and allocate funds from different sources to address the demand for new school buildings, additional classrooms, drinking water and toilet facilities.

The community participation in construction ensured through the VECs is distinctly felt. There is an eagerness to use locally relevant building materials and accept innovative designs.

A refreshing feature of the programme has been a holistic planning for infrastructure support to primary schools. As convergence of various agencies is being attempted, this mapping exercise has added value. Detailed surveys and need assessment have been done with community involvement which gives distinct qualitative edge to the civil construction activities. A software also has been developed which helps identify the infrastructure needs of every school. This is a valuable planning tool and needs to be integrated in the SSA plans and other convergent initiatives at the district level.

**ANNUAL
ACCOUNTS**



Paschim Banga Rajya Prathamik Siksha Unnayan Sanstha (D.P.E.P.) (Registration No.: S/79047 of 1994-95)

Bikash Bhawan (2nd floor), Salt Lake, Kolkata : 700 091

Consolidated Receipts & Payments Account for the Year Ended on 31st March, 2002

C. GOSWAMI & CO.
CHARTERED ACCOUNTANTS

Receipts :	Head Office Rs. P.	Cooch Behar Rs. P.	Murshidabad Rs. P.	Birbhum Rs. P.	Bankura Rs. P.	24-Pg(S) Rs. P.	Jalpaiguri Rs. P.	U/Dinajpur Rs. P.	D/Dinajpur Rs. P.	Maldia Rs. P.	Purulia Rs. P.	Total Rs. P.	
Opening Balance:													
With	Ahmedabad Bank (S.B. Account)	—	1,771.00	—	—	—	—	—	—	—	—	—	1,771.00
-	State Bank of India (Current Account)	30,579,726.61	—	—	—	—	—	—	—	—	—	153,322.00	30,733,048.61
-	Central Bank of India (S.B. Account)	—	152,561.05	—	—	—	—	—	—	—	—	—	152,561.05
-	West Bengal State Co-operative Bank Ltd. (S.B. Account)	—	1,546.00	—	—	—	—	—	—	—	—	—	1,546.00
-	UCO Bank (S.B. Account)	—	1,950.00	—	—	—	—	—	—	—	—	—	1,950.00
-	United Bank of India (S.B. Account)	—	2,063.00	—	—	—	979,066.00	—	—	—	—	—	981,129.00
-	Uttar Banga Kshetriya Grammin Bank (S.B Account)	—	9,679.00	—	—	—	—	—	—	—	—	—	9,679.00
-	State Bank of India (S.B. Account)	986,019.60	4,812,195.99	6,485,891.41	1,806,483.72	—	5,270,789.00	11,166,269.00	16,014,159.53	761,824.00	—	—	47,303,632.25
-	Bank of Baroda (S.B. Account)	—	8,470.00	—	—	—	—	—	—	3,792,674.00	—	—	3,801,144.00
-	Mayurbhanj Grammin Bank (S.B. Account)	—	—	—	3,374,004.03	—	—	—	—	—	—	—	3,374,004.03
-	Bank of Maharashtra (S.B. Account)	—	—	—	—	1,046,721.00	—	—	—	—	—	—	—
-	Bank of India (S.B. Account)	—	—	—	51,081.00	21,596,122.00	—	—	—	—	—	—	21,647,213.00
-	District Central Co-operative Bank Ltd. (S.B. Account)	—	—	—	—	11,618.40	—	—	—	—	—	—	11,618.40
-	Canara Bank (Current Account)	26,200,675.00	—	—	—	—	—	—	—	—	—	—	26,200,675.00
-	Central Bank of India (Current Account)	—	—	—	—	—	—	500,000.00	—	—	—	—	500,000.00
-	UCO Bank (C.D.)	—	—	—	—	—	—	500,000.00	—	—	—	—	500,000.00
-	Uttar Banga Kshetriya Grammin Bank (C.D.)	—	—	—	—	—	—	500,000.00	—	—	—	—	500,000.00
Cash in Hand :		46,702.12	47,045.56	571,230.44	16,548.14	42,603.00	19,904.90	3,078.00	58,946.00	1,042.00	194,056.00	—	1,421,155.16
TOTAL : Rs.	57,247,103.73	1,211,105.21	5,383,426.43	9,927,534.58	23,456,827.12	2,045,691.90	6,773,867.00	11,225,215.00	16,015,201.53	4,748,553.00	153,322.00	138,187,847.50	
Grant From Ministry of Human Resource Development, Govt. of India	420,000,000.00	—	—	—	—	—	—	—	—	—	—	—	420,000,000.00
Grant Received From D.D.S.E (RIP) Govt. of West Bengal	80,064,647.00	—	—	—	—	—	—	—	—	—	—	—	80,064,647.00
UNE S C O	696,150.00	—	—	—	—	—	—	—	—	—	—	—	696,150.00
Fund Received From Head Office	—	35,000,000.00	40,647,568.00	35,500,000.00	56,000,000.00	56,147,568.00	40,000,000.00	45,500,000.00	45,500,000.00	22,000,000.00	22,000,000.00	—	421,942,774.00
Bank Interest	—	165,095.06	475,365.28	325,650.61	76,296.25	409,910.00	364,606.00	685,301.10	488,297.55	130,722.00	3,121,183.85	—	3,121,183.85
Advance Refund	1,512,616.00	1,582,536.50	7,531,058.50	1,825,073.00	1,839,540.00	451,000.00	4,140,886.00	6,616,104.00	458,171.00	6,342,700.00	2,768,704.00	35,068,388.00	35,068,388.00
Grant From D.M.	—	—	—	—	—	—	—	300,000.00	—	—	—	—	300,000.00
Grant From Zilla Sarbik	—	—	—	—	—	—	—	—	5,000.00	—	—	—	5,000.00
Grant From Panchayat Samity	—	—	—	—	—	—	—	—	100,000.00	—	—	—	—
Grant From D.P.S.C.	—	—	—	—	—	—	—	—	—	—	—	—	—
Carried Over :- Rs.	559,520,516.73	37,958,735.77	54,545.00	—	—	—	50,406,601.90	67,679,359.00	73,679,188.10	—	—	—	24,922,026.00
				1720,663.27	54,545.00	—	—	—	—	—	—	—	1,099,485,920.35

Head Office	Coch Behar			Murshidabad			Birbhum			Bankura			24-1-9-1			
	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	
Brought Forward :	559,520,516.73		37,958,735.77		54,037,418.21		47,725,826.19		60,872,663.37		59,406,601.90		67,679,359.00		73,679,188.10	
Employees' Profession Tax Recovered	40,567.00		24,647.00		37,135.00		26,307.00		9,474.00		41,408.00		13,498.00		13,285.00	
Employees' Income Tax Recovered	95,873.00		20,768.00		—		—		—		—		—		—	
Group Insurance Scheme Recovered	2,640.00		2,080.00		—		1,640.00		800.00		—		—		—	
General Provident Fund Recovered	115,030.00		39,000.00		14,000.00		62,000.00		16,000.00		—		—		—	
House Rent Recovered	3,432.00		—		—		—		—		—		—		—	
T. D. S. Recovered	92,813.00		—		—		8,332.00		—		25,750.00		22,676.00		—	
Festival Advances Recovered	—		—		—		—		1,000.00		—		—		—	
House Building Loan Recovered	36,452.00		—		—		—		—		—		—		—	
C. G. E. I. P.	1,200.00		—		—		—		—		—		—		—	
DEP(Recd. From (GNOU)	—		—		—		—		—		—		—	0.00	—	
Computer Advance Recovered	2,646.00		—		—		—		—		—		—	—	—	
G. S. L. I. Recovered	240.00		—		—		—		—		—		—	—	—	
Recovery of Loan	—		—		6,000.00		—		—		—		—	—	6,000.00	
G. I. C.	—		—		192.00		—		—		—		—	—	192.00	
Savings	—		—		448.00		—		—		—		—	—	448.00	
Security Deposits	—		—		—		—		—		—		—	—	—	
Closing Balance:																
Bank of India (Cheques Overdrawn)	—		—		—		285,750.00		—		—		—	—	—	285,750.00
TOTAL : Rs.	559,911,379.73		38,045,230.77		54,035,193.21		47,824,105.19		61,185,687.37		59,473,759.90		67,715,533.00		73,692,473.10	
Payments :																
Project Management	9,415,164.00		2,885,584.75		2,567,033.44		2,025,623.00		6,125,659.20		3,398,355.00		2,558,468.09		1,735,778.00	
Planning & Management	610,257.00		104,916.00		—		50,558.00		22,260.00		65,935.00		—		328,540.00	
Civil Works Grant	—		3,768,401.00		6,391,581.00		6,023,065.00		2,446,500.00		3,747,697.00		27,727,884.00		23,575,000.00	
Pedagogical Intervention	8,236,140.00		12,024,616.00		13,850,083.90		18,668,056.01		13,531,709.00		22,872,511.50		3,960,982.00		9,746,560.00	
Early Childhood Care & Education (ECCE)	48,263.00		282,253.00		178,483.50		225,043.00		210,791.00		12,346.00		3,890.00		—	
Deprived Urban Children	—		—		—		—		—		—		—	—	10,055.00	
Girls' Education	589,430.00		661,807.00		735,567.75		445,285.50		238,708.00		495,206.00		65,889.00		283,868.00	
Research & Studies	2,720,410.00		984,426.50		371,006.50		545,969.00		558,801.00		389,668.00		263,900.00		52701.00	
Innovation	1,378.00		—		—		—		—		—		—	—	1,650.00	
Community Mobilization	2,086,987.00		5,301,812.50		5,872,094.00		3,077,878.00		2,675,116.00		1,604,514.25		3,408,285.00		4,270,091.00	
Alternative Schooling	622,916.00		1,180,340.00		25,183.00		125,717.00		106,110.00		376,120.50		11,108.00		463,693.00	
Teaching Learning Materials & School Development Grant	—		—		7,663,000.00		—		20,810,000.00		13,721,000.00		—		—	
Salary of J.E's of Blocks	—		—		—		—		30,701.00		—		—		376,451.00	
Media & Documentation	1,824,600.00		91,331.50		1,126,777.00		92,947.00		34,304.00		69,080.75		275,457.00		390,510.00	
Distance Education Programme (DEP)	889,528.00		—		5,000.00		—		—		1,409.00		—		73,781.00	
Integrated Education For Disabled (IED)	754,675.00		1,044,397.00		1,162,663.75		1,083,648.27		962,852.00		1,203,865.30		492,441.00		1,077,314.00	
Carried Over :	27,808,768.00		28,339,885.25		39,948,413.84		32,943,788.78		43,681,773.00		50,641,337.50		38,674,067.00		46,511,444.09	
															32,816,663.00	37,540,352.00
															17,682,390.88	297,598,863.24

	Head Office	Cooch Behar	Murshidabad	Birbhum	Bankura	24-Pgs(S)	Jaldaiguri	Uttardinajpur	Maldia	Purulia	Total
	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.
Brought Forward :											
M I S	27,898,768.00	28,339,885.25	39,948,413.84	32,943,788.78	43,681,773.00	50,641,337.50	39,674,067.00	46,511,444.09	32,816,663.00	37,540,352.00	17,682,390.88
Advances	1,859,376.00	253,069.00	131,187.00	58,275.34	773,275.00	67,003.74	303,297.00	241,279.00	34,260.00	348,794.00	223,805.00
Civil Works (A/c - Vehicle & Other Expenses) 2,665,930.00	1,927,464.00	1,571,275.00	10,864,389.00	6,907,328.00	861,1275.00	380,340.00	20,376,100.00	10,821,023.00	12,310,762.00	10,240,637.00	1,918,285.00
West Bengal Board of Primary Education	146,222.00	146,222.00	106,306.00	-	16,629.00	260,206.00	1,479,721.00	115,243.00	47,548.00	17,563.00	22,747.00
Employees' Profession Tax	40,457.00	24,647.00	36,915.00	26,307.00	9,337.00	41,323.00	12,808.00	11,745.00	6,238.00	8,779.00	1,994.00
Employees' Income Tax	93,650.00	20,768.00	-	-	-	-	-	-	-	-	-
Cost of Furniture of DPO&SPO	98,560.00	-	-	6,880.00	363,960.00	327,474.00	-	-	-	-	-
Awareness Campaign	-	-	-	21,958.80	-	152,440.00	-	-	-	-	-
T. D. S	92,813.00	-	-	-	8232.00	-	25750.00	22676.00	-	11289.00	-
Cost of Equipment of DPO&SPO	1,566,205.00	-	-	7,000.00	268,823.00	195,525.00	291,314.00	609,363.00	791,864.00	7,005,238.00	213,652.00
House Rent	3,432.00	-	-	-	-	-	-	-	-	-	-
Global Movement	-	-	-	-	-	-	92,464.00	-	-	-	-
Earnest Money Deposits Refund	-	-	-	-	-	55,895.00	-	-	-	-	-
Grant to Districts :											
Cooch Behar	35,000,000.00	-	-	-	-	-	-	-	-	-	-
Murshidabad	40,647,568.00	-	-	-	-	-	-	-	-	-	-
Bankura	35,500,000.00	-	-	-	-	-	-	-	-	-	-
Birbhum	35,647,568.00	-	-	-	-	-	-	-	-	-	-
South 24-Parganas	56,500,000.00	-	-	-	-	-	-	-	-	-	-
Punka	22,000,000.00	-	-	-	-	-	-	-	-	-	-
Uttar Dinajpur	55,147,568.00	-	-	-	-	-	-	-	-	-	-
Dakshin Dinajpur	40,000,000.00	-	-	-	-	-	-	-	-	-	-
Malda	45,500,000.00	-	-	-	-	-	-	-	-	-	-
Jalpaiguri	56,000,000.00	-	-	-	-	-	-	-	-	-	-
G. G. E. P.	1,080.00	-	-	-	-	-	-	-	-	-	-
Group Insurance Scheme	2,640.00	2,080.00	-	-	1,640.00	720.00	-	-	-	-	-
General Provident Fund	115,000.00	39,000.00	10,500.00	-	62,000.00	15,000.00	-	-	-	-	-
Festival Advance	-	-	-	-	-	750.00	-	-	-	-	-
House Building Loan	38,452.00	-	-	-	-	-	-	-	-	-	-
G. S. L. L.	360.00	-	-	-	-	-	-	-	-	-	-
Computer Advance	2,646.00	-	-	-	-	-	-	-	-	-	-
Technical Consultancy Fund	9,754,329.00	-	-	-	-	-	-	-	-	-	-
Loan Paid	-	4,500.00	-	-	-	-	-	-	-	-	-
G. I. C.	-	144.00	-	-	-	-	-	-	-	-	-
Savings	-	336.00	-	-	-	-	-	-	-	-	-
Closing Balance	With Manipurik Gramman Bank (S.B. Account)	-	-	4,361,777.91	-	-	-	-	-	-	4,361,777.91
	Sale Bank of India (Current Account)	61,085,353.61	-	-	-	-	-	-	-	-	49,607,801.12
	Central Bank of India (S.B. Account)	14,968.05	-	-	-	-	-	-	-	-	66,056,133.73
	Bank of Baroda (S.B. Account)	13,784.00	-	-	-	-	-	-	-	-	14,968.05
	United Bank of India (S.B. Account)	2,139.00	-	-	-	7,649,967.80	-	-	-	-	5,117,092.00
	State Bank of India (S.B. Account)	6,381,209.66	2,363,530.27	2,814,458.02	14,976,122.97	-	3,482,234.00	13,819,448.01	-	-	7,652,006.80
Closed Over :	529,107,219.61	37,309,046.96	51,3	-	-	-	-	-	-	-	51,421,021.01

	Head Office	Cooch Behar	Murshidabad	Birbhum	Bankura	24-Pgs(S)	Jalpaiguri	U/Dinajpur	D/Dinajpur	Manda	Purulia	Total
	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.	Rs. P.
Brought Forward - Rs.	529,107,219.61	37,309,046.96	54,092,059.91	47,807,890.05	61,158,679.97	59,357,142.04	66,611,498.00	73,022,043.10	57,006,00.3	26,724,245.30	24,922,902.00	1,067,126,729.72
With	Uttar Banga Kshetra Gramin Bank (S.B. Account)	—	716,226.00	—	—	—	—	—	—	—	—	716,226.00
District Central Co-operative Bank Ltd. (S.B. Account)	—	—	—	—	12,199.40	—	—	—	—	—	—	12,199.40
UCO Bank (S.B. Account)	—	2,029.00	—	—	—	—	—	—	—	—	—	2,029.00
Allahabad Bank (S.B. Account)	—	1,842.00	—	—	—	—	—	—	—	—	—	1,842.00
West Bengal State Co-operative Bank Ltd. (S.B. Account)	—	1,584.00	—	—	—	—	—	—	—	—	—	1,584.00
Bank of India (S.B. Account)	—	—	—	3,733.00	—	—	—	—	—	—	—	3,733.00
Canara Bank (Current Account)	30,700,675.00	—	—	—	—	—	—	—	—	—	—	30,700,675.00
Maharashtra Bank (S.B. Account)	—	—	—	—	—	116,349.76	—	—	—	—	—	116,349.76
Uttar Banga Kshetra Gramin Bank (Current Account)	—	—	—	—	—	—	500,000.00	—	—	—	—	500,000.00
UCO Bank (Current Account)	—	—	—	—	—	—	99,875.00	—	—	—	—	99,875.00
Central Bank of India (Current Account)	—	—	—	—	—	—	500,000.00	—	—	—	—	500,000.00
Cash in hand	103,485.12	14,502.81	3,133.30	12,482.14	14,808.00	268.10	4,160.00	670,430.00	243,966.00	10,223.00	1,983.00	1,075,451.47
Total : Rs.	559,911,379.73	38,045,230.77	54,095,193.21	47,824,105.19	61,185,687.37	59,473,759.90	67,715,533.00	73,692,473.10	57,249,969.08	56,742,468.00	24,924,895.00	1,100,866,694.35

49A, Han Ghosh Street, (1st Floor)
KOLKATA, the 4th October, 2002

NOTES : (a) Notes On Account Appear in our separate Reports of even date.

Sd/-
Financial Adviser
Paschim Banga Raja Prathamik Siksha
Unnayan Sanstha

Sd/-
State Project Director
Paschim Banga Raja Prathamik Siksha
Unnayan Sanstha

For and on behalf of
C GOSWAMI & CO,
CHARTERED ACCOUNTANTS
Sd/-
(PROPRIETOR)
Executive Committee
Paschim Banga Raja Prathamik Siksha
Unnayan Sanstha

Paschim Banga Rajya Prathamik Siksha Unnayan Sanstha (D.P.E.P.) (Registration No.: S/79047 of 1994-95)

Bikash Bhawan (2nd floor), Salt Lake, Kolkata : 700 091

Consolidated Income and Expenditure Account for the Year Ended on 31st March, 2002

C. GOSWAMI & CO.
CHARTERED ACCOUNTANTS

Expenditure :	Head Office		Cooch Behar		Muriabandh		Birbhum		Bankura		24-Parg(S)		Jalpaiguri		Udinalpur		Dibrugarh		Majuli		Purulia		Total	
	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.														
Project Management	9,587,472.00		2,469,789.25		2,443,875.44		2,939,618.00		2,001,326.00		6,119,989.20		3,309,801.00		2,641,310.09		1,758,967.00		1,851,978.00		843,778.28		35,967,904.26	
Civil Works Other Expenses	2,730,780.00		146,222.00		106,306.00		18,629.00		205,306.00		1,479,721.00		115,243.00		47,348.00		17,563.00		22,747.00		4,888,065.00			
Pedagogical Intervention	11,944,101.00		12,038,931.00		13,630,723.90		18,657,856.01		13,531,709.00		22,433,691.50		3,341,491.00		9,662,060.00		6,095,433.00		10,247,984.00		4,467,794.10		126,051,774.51	
Early Childhood Care & Education (ECCE)	48,283.00		282,253.00		178,483.50		225,043.00		210,791.00		12,346.00		3,800.00		—		10,055.00		—		—		91,054.50	
Research & Studies	2,720,410.00		984,226.50		371,006.50		545,969.00		558,801.00		389,668.00		259,570.00		52,701.00		—		1,660.00		13,193.00		5,907,395.00	
Girls' Education	569,430.00		661,807.00		735,567.75		445,285.50		238,708.00		495,206.00		60,390.00		283,868.00		23,707.00		183,908.00		5,497.00		3,723,374.25	
Innovation	1,378.00		—		—		—		—		—		—		—		—		—		—		1,378.00	
Community Mobilization	2,086,987.00		5,301,812.50		5,872,094.00		3,077,878.00		2,675,116.00		1,604,514.25		3,129,657.00		4,272,004.00		463,693.00		476,707.00		1,413,191.50		30,373,654.25	
Alternative Schooling	622,916.00		1,180,340.00		25,183.00		125,717.00		106,110.00		376,120.50		11,108.00		—		882,607.00		185,585.00		3,515,686.50			
Teaching Learning Materials And	—		—		—		—		—		—		—		—		—		—		—		—	
School Development Grant	—		—		—		—		—		—		—		—		—		—		—		—	
Media & Documentation	1,824,600.00		91,331.50		1,126,777.00		92,947.00		186,744.00		69,080.75		275,457.00		390,510.00		288,707.00		53,677.00		869,100.00		42,194,000.00	
Distance Education Programme (DEP)	898,528.00		—		5,000.00		—		—		1,049.00		—		73,781.00		—		—		—		5,259,924.25	
Integrated Education For Disabled (IED)	754,675.00		1,044,397.00		1,126,603.75		1,083,648.27		962,852.00		1,227,865.30		363,941.00		1,077,314.00		31,175.00		—		—		978,718.00	
M. I. S.	1,659,376.00		253,069.00		131,187.00		58,275.34		773,275.00		67,003.74		303,297.00		241,279.00		34,260.00		348,794.00		223,805.00		7,672,471.32	
Planning & Management	610,257.00		104,916.00		—		—		50,558.00		22,260.00		65,935.00		—		328,540.00		2,470.00		—		1,184,936.00	
Deprived Urban Children	—		—		—		—		—		—		—		—		—		—		—		0.00	
Global Movement	—		—		—		—		92,464.00		—		—		—		—		—		—		92,464.00	
Salary of J.Es of Blocks	—		—		—		—		30,701.00		—		—		395,625.00		384,150.00		483,537.00		66,00,000		1,360,013.00	
Technical Consultancy Fund	9,754,329.00		—		—		—		—		—		—		—		—		—		—		9,754,329.00	
Awareness Campaign	—		—		21,958.80		—		—		—		—		—		—		—		—		21,958.80	
TOTAL : Rs.	46,033,522.00		24,559,294.75		33,437,766.64		27,252,237.12		42,245,784.00		46,755,460.24		12,604,168.00		19,205,695.09		9,466,235.00		14,550,668.00		8,101,690.88		284,212,721.72	

Income :

Bank Interest

Excess of Expenditure Over Income

TOTAL : Rs.

46,033,522.00

24,559,294.75

33,437,766.64

27,252,237.12

42,245,784.00

46,755,460.24

12,604,168.00

19,205,695.09

9,466,235.00

14,550,668.00

8,101,690.88

284,212,721.72

NOTES : (a) Notes On Account Appear in our separate Reports of even date.

Sd/-

Financial Adviser
Paschim Banga Rajya Prathamik Siksha
Unnayan Sanstha

Sd/-

Chairman
Executive Committee
Paschim Banga Rajya Prathamik Siksha
Unnayan Sanstha

Sd/-

For and on behalf of
C. GOSWAMI & CO.
CHARTERED ACCOUNTANTS
Sd/-
(PRPRITIYOR)



 SAHAYAK
 Directorate of School Education
Bikash Bhawan, Salt Lake, Kolkata - 700 091

Receipts & Payments Account for the Year Ended on 31st March, 2002

RECEIPTS					PAYMENTS			
To	Opening Balances As On 01-04-2001.	Rs.	P.	Rs.	P.	By Fund Placed to Districts	Rs. P.	
	With State Bank of India, Bikash Bhawan Branch A/c. No.01000020352					Hooghly D.G.A.H.C	782,000.00 232,000.00	
		6,436,200.00				Nadia Purba Medinipur	820,000.00 700,000.00	
To	Grant From :					Paschim Medinipur Howrah	582,000.00 832,000.00	
	Government of India Government of West Bengal	130,000,000.00 <u>22,941,000.00</u>		152,941,000.00		Burdwan North 24-Parganas	1,382,000.00 1,020,000.00	
						Siliguri	200,000.00	
				150,000.00			6,550,000.00	
To	Loan From D.P.E.P. Fund				By Bank Charges		13,400.00	
					By Closing Balances As On 31-03-2002			
					With State Bank of India, Bikash Bhawan Branch, A/c. No.01000020352			
							152,963,800.00	
							<u><u>159,527,200.00</u></u>	

This is the Receipts & Payments Account referred to in our Report of even date.

For and on behalf of
 C. GOSWAMI & CO.
 CHARTERED ACCOUNTANTS
 Sd/-
 (PROPRIETOR)

49A, Hari Ghosh Street, (1st floor)
 KOLKATA, the 8th November, 2002

Paschim Banga Rajya Prathamik Siksha Unnayan Sanshtha (D.P.E.P.) (Registration No.: S/79047 OF 1994-95)
Bikash Bhawan (2nd floor), Salt Lake, Kolkata : 700 091
Consolidated Balance Sheet as at 31st March, 2002

Source of Fund :	Head Office Rs. P.	Cooch Behar Rs. P.	Murshidabad Rs. P.	Birbhum Rs. P.	Bankura Rs. P.	24-Pgs(S) Rs. P.	Jalpaiguri Rs. P.	Ujjainpur Rs. P.	D/Dinajpur Rs. P.	Malda Rs. P.	Purulia Rs. P.	Total Rs. P.
Capital Fund :												
Add : Grant Received From Ministry of Human Resources Development, Govt. of India	1,034,963,429.70	112,659,920.81	99,559,626.18	95,835,330.80	119,225,068.12	112,138,769.40	24,107,664.00	13,185,312.68	19,653,422.53	7,664,455.09	10,748,805.00	1,649,641,802.31
Grant Received From D.D.S.E. (R.I.) Govt. of West Bengal) UNESCO	420,000,000.00	—	—	—	—	—	—	—	—	—	—	420,000,000.00
Grant From D.M.	80,064,647.00	696,150.00	—	—	—	—	—	—	—	—	—	80,064,647.00
Grant From D.P.S.C.	—	—	—	—	—	—	—	—	—	—	—	66,150.00
Grant From Zilla Sarboh Siksha Prachalan Samiti	—	—	—	—	—	—	—	—	—	—	—	30,000.00
Fund Received From Head Office	—	—	—	—	—	—	—	—	—	—	—	100,000.00
Less : Excess of Expenditure Over Income	1,535,624,226.70	140,207,194.18	131,482,998.80	154,725,066.12	168,638,759.40	80,507,664.00	68,337,880.68	59,653,322.53	53,164,455.09	32,748,305.00	2,572,750,303.31	—
TOTAL : Rs.	46,033,522.00	24,394,198.69	32,962,401.36	26,926,586.51	42,169,487.75	46,345,550.24	12,239,582.00	18,520,363.99	8,977,997.45	14,420,146.30	8,101,690.88	281,091,537.87
Applications of Funds : Fixed Assets :	—	—	—	—	—	—	—	—	—	—	—	5,000.00
Current Assets, Loans and Advances :	—	—	—	—	—	—	—	—	—	—	—	40,000,000.00
Cash and Bank Balances :	—	—	—	—	—	—	—	—	—	—	—	45,500,000.00
State Bank of India (Current Account)	61,095,353.61	—	—	—	—	—	—	—	—	—	—	—
Central Bank of India (S.B. Account)	—	—	—	—	—	—	—	—	—	—	—	—
Bank of Baroda (S.B. Account)	—	—	—	—	—	—	—	—	—	—	—	—
United Bank of India (S.B. Account)	—	—	—	—	—	—	—	—	—	—	—	—
State Bank of India (S.B. Account)	—	—	—	—	—	—	—	—	—	—	—	—
Uttar Banga Kshetra Gramin Bank (S.B. Account)	—	—	—	—	—	—	—	—	—	—	—	—
Gramin Bank (S.B. Account)	—	—	—	—	—	—	—	—	—	—	—	—
United Commercial Bank (S.B. Account)	—	—	—	—	—	—	—	—	—	—	—	—
Altahab Bank (S.B. Account)	—	—	—	—	—	—	—	—	—	—	—	—
West Bengal State Co-operative Bank Ltd. (S.B. Account)	—	—	—	—	—	—	—	—	—	—	—	—
Mayurbhanj Gramin Bank (S.B. Account)	—	—	—	—	—	—	—	—	—	—	—	—
Bank of India (S.B. Account)	—	—	—	—	—	—	—	—	—	—	—	—
Canara Bank (Current Account)	30,700,675.00	—	—	—	—	—	—	—	—	—	—	—
District Central Co-operative Bank Ltd. (S.B. Account)	—	—	—	—	—	—	—	—	—	—	—	—
Maharashtra Bank (S.B. Account)	—	—	—	—	—	—	—	—	—	—	—	—
Uttar Banga Kshetra Gramin Bank (Current Account)	—	—	—	—	—	—	—	—	—	—	—	—
United Commercial Bank (Current Account)	—	—	—	—	—	—	—	—	—	—	—	—
Central Bank of India (Current Account)	1,03,468.12	14,502.81	3,133.30	12,482.14	14,808.00	113,069,999.37	122,403,524.16	4,160.00	670,430.00	243,986.00	10,223.00	500,000.00
Cash in Hand :	1,490,518,006.73	123,618,998.12	107,268,116.82	105,063,291.29	113,069,999.37	68,288,192.00	52,912,149.69	51,193,721.08	38,747,171.09	24,711,204.12	—	500,000.00
Less : Current Liabilities & Provisions :	—	—	—	—	—	—	—	—	—	—	—	—
Bank Overdraft :	—	—	—	—	—	—	—	—	—	—	—	—
Financial Adviser	807,472.98	353,277.00	23,324.00	312,411.00	147,944.00	108,805.00	20,090.00	214,790.00	286,175.00	2,862.00	—	285,750.00
Other Liabilities :	119,831.05	—	194,588.00	79,827.00	150.00	—	2,879,873.00	282,121.00	—	5,055.00	—	2,286,185.98
TOTAL : Rs.	1,488,590,704.70	123,265,721.12	107,244,792.82	104,556,312.29	112,555,578.37	122,293,219.16	68,268,102.00	49,817,486.69	50,675,425.08	38,744,308.99	24,647,114.12	2,291,658,765.44

49A, Han Ghat Street, (1st Flr) KOLKATA, the 4th October, 2002
NOTES : (a) Notes On Account Appear in our separate Reports of even date.

Sd/-
Paschim Banga Rajya Prathamik Siksha
Unnayan Sanshtha

Sd/-
State Project Director
Paschim Banga Rajya Prathamik Siksha
Unnayan Sanshtha

For and on behalf of
UNNAYAN ACCOUNTANTS
Sd/-
(PROPRIETOR)

Paschim Banga Prathamik Shiksha Unnayan Sanstha
Bikash Bhavan, 2nd Floor,
Salt Lake City, Kolkata - 700 091
Telephone : 033 2358-1822, 2334-3102